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AUTHOR Lovelace, Bill E.; And Others
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ABSTRACT

This manual was developed to assist postsecondary administrators, faculty, staff, and students by providing materials specifically designed to eliminate sex bias and stereotyping of students and to recruit students into nontraditional careers and vocational-technical programs. The manual is organized in six sections. The first section introduces the problem of sex discrimination in education and employment and substantiates the need for methods of promoting sex equity. Section II documents the process of becoming aware of the need for sex equity, and Section III provides a program model for planning a program to promote sex equity in vocational education. Section IV outlines the role of the counselor; Section V presents strategies for creating a program to improve sex equity. The final section lists resources, such as agencies, articles and periodicals, books, films, pamphlets, videos, and contacts that can be useful in building a sex-fair vocational education program. Extensive appendixes contain materials for use in workshops on sex equity. (KC)

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IMPROVING SEX EQUITY IN POSTSECONDARY VOCATIONAL/TECHNICAL PROGRAMS: A RESOURCE MANUAL

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IMPROVING SEX EQUITY IN POSTSECONDARY
VOCATIONAL/TECHNICAL PROGRAMS:
A RESOURCE MANUAL

Sponsored by
Coordinating Board
Texas College and University System
Community Colleges and Technical Institutes Division
Postsecondary Technical Education Programs

Prepared by the
School of Human Resource Management
University of North Texas
(Formerly North Texas State University)

Bill E. Lovelace
Eleanor H. McIntyre
Joyce I. Nies

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Contractor: School of Human Resource Management
University of North Texas
(Formerly North Texas State University)
Denton, Texas

Project Staff: Dr. Joyce Nies, Project Administrator
Dr. Bill Lovelace, Principal Investigator
Eleanor H. McIntyre, Research Associate

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Lynda Barksdale
Coordinator/Counselor
Adult Students and Women's Services
Amarillo College

Charlotte Bullard
Coordinator of Special Services/Counselor
Grayson County College

Nick Cardenas
Counselor
Bee County College

Vickie Geisel
Counselor/ Coordinator of Support Services
Tyler Junior College

Dr. Marylea Henderson
Coordinator/Counselor
Displaced Homemakers and Handicapped Students
McLennan Community College

Dr. Olivia Rivas
Dean of Student Personnel Services
Texas Southmost College

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PREFACE

The Vocational Education Amendments of 1976 which amended the Vocational Education Act of 1963, mandated that sex bias and sex stereotyping be eliminated from all vocational education programs. On October 1984, congress enacted the Carl D. Perkins Vocational Education Act which replaced the Vocational Education Act of 1963. The Carl D. Perkins Act provides special funds to be used by eligible participants in conducting activities to eliminate sex bias and stereotyping in vocational/technical programs and to encourage students to consider nontraditional occupations as a career.

It is anticipated that the information in this resource manual will assist each postsecondary institution to more effectively use the allocated equity funds and to attain a high level of achievement in all types of equity in vocational/technical programs.

Natica Petrossian

Natica "Tish" Petrossian
Director of Federal Projects
Community Colleges and Technical Institutes Division
Texas Higher Education Coordinating Board

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I. INTRODUCTION

The goal of this manual is to assist postsecondary administrators, faculty, staff and students by providing materials specifically designed to (1) eliminate sex bias and stereotyping of students and, (2) recruit students into nontraditional careers and vocational-technical programs.

The need to inform those at the postsecondary level is crucial due to the (1) high rate of unemployment, (2) overall economy and rising cost of living, (3) changing roles of men and women, (4) changes in the labor market, (5) divorce rate increase with concomitant increase in number of single parents who lack marketable skills, (6) increased number of young single women with children, (7) lack of effective materials, (8) lack of awareness and training for updating counselors, instructors and related personnel.

Challenge

Equity means freedom to choose your career regardless of traditional biases. It is more than justice and impartiality. Equity in practice is the finest blend of education and democracy. In the last 25 years (1963-1988), four major legislative acts focused on equity issues.

(1) The Equal Pay Act of 1963 - prohibiting discrimination in salaries and fringe benefits

(2) Title IX of the Educational Amendments of 1972 -

prohibiting discrimination against students and employees in programs receiving federal funds.

(3) Educational Amendments of 1976 - providing Sex Equity Coordinator in each state and included extension and revision of 1963 Act.

(4) Carl D. Perkins Vocational Education Act of 1984 - replacing the 1963 Act and its subsequent amendments.

Funds provided by the Carl D. Perkins Act directly related to sex equity may be used for:

(1) programs, services, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

(2) vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

(3) support services for individuals participating in vocational education programs, services, and activities described in clauses (1) and (2) including dependent-care services and transportation.

The four acts have greatly expanded opportunities for women. The Handbook for Achieving Sex Equity Through Education (1986) reports more women earning degrees in male-dominated fields and more colleges becoming sensitive to the educational needs of women.

Demographics

1. Median Weekly Earnings by Occupation and Sex (1985) listed 134 different occupations. Fifty two of these contained no women or so few women that median data could not be obtained. In the 79 occupations where both sexes reported earnings, salaries for males were consistently higher. In the 25 jobs not reporting median incomes for men, the salary ranged from \$86 per week for child care workers in the home to \$388 per week for librarians.
2. In 1985 the percent of males graduating from high school and completing one or more years of college was 54.6% while the percent for females was 54%, an improvement over the 1970 statistics of 59.2% for men and 46.5% for women.
3. There is a widening gap between what the economy requires and what the new labor force will provide.
4. Three-fourths of all new jobs from now until the year 2000 will need people with some college educations and skills while only about one-half of all new workers are likely to have gone beyond high school.
5. Labor analysts predict that we will continue moving away from a manufacturing, goods-producing economy to service economy.
6. The number of female family householders with no spouse present continues to increase.
7. Births to unmarried mothers in 1984 were higher in every state than in 1980.

8. More mothers with infants are in the labor force - 52% in 1984 as compared with 28% in 1976.
9. Working women ages 20-24 earn an average of 16% less than working men the same ages. In Texas women of all ages earn only 58% of what men do.
10. The majority of employed mothers work full time and will continue to work full time.
11. Bureau of Labor Statistics estimate that by 1995, 81% of adult women ages 25-44 will hold jobs compared with 72% today.
12. The U.S. Department of Labor reported the following 1987 data on growing and declining occupations:

Change from 1986 to 2000

Paralegal personnel	104%
Medical assistants	90%
Physical therapists, assistants	86%
Data-processing-equipment repairers	80%
Home-health aids	80%
Computer-systems analysts	76%
Medical-record technicians	75%
Employment interviewers	71%
Computer programers	70%
Radiology technologist, technicians	65%

The four occupations that will lose jobs are the following:

Electrical, electronic assemblers	-54%
Industrial truck, tractor operator	-34%
Stenographers	-28%
Farmers, farm workers	-25%

Needs Statement

In the U.S.A. there are approximately 11.5 million displaced homemakers, more than twice as many as were counted in a Department of Labor study in 1976. Texas reports 578,355 women in the group. Many need marketable skills with more than a minimum wage. Postsecondary vocational education has the structure to provide non-traditional careers for women. What is needed in addition to the curriculum is a concentrated consistent program of recruitment assessment, and support for those in non-traditional courses of study. This manual is a pioneer in researching available resources, field testing related strategies in seven Texas postsecondary institutions, providing information for recruitment in nontraditional careers, and eliminating sex bias and stereotyping of students.

II. AWARENESS PROCESS

A student's educational experiences are made up of subject matter, educational matter, educational materials, classroom activities, life experiences and interactions with instructors, counselors, and other students. Instructors and counselors have a major influence on all of these factors. All students need to see themselves reflected in their educational experiences in positive ways.

These experiences are particularly strong for the college age students. Since many of those who are either returning to college or are now attending college for the first time are in their middle 20's or older, they have a longer "lifetime" of educational and life experiences which perpetuate the idea of what is appropriate career-wise, depending on one's sex.

When males and females experience different treatment due to their sex that concurs with the sex stereotyping in educational materials, there is an accumulative effect. This accumulative effect results in students becoming even more accepting of and limited by the differences ascribed to each sex. Therefore, they generally select classes and college majors that have historically been pursued by their sex. These limitations, many of which are very subtle and all but invisible, continue to prevent students from exploring and developing their full range of potential interests and talents.

There are at least five phases or stages that educators move through in the process of progressing from teaching or counseling in a way that reinforces sex-stereotyped behaviors to establishing classrooms and counseling situations that deal with sex equity in an affirmative manner and support the exploration and acceptance of nontraditional occupations.

A. Phase One: Awareness of Sex Stereotyping

Awareness includes a continued increase in sensitivity to sex stereotyping and bias. The greater awareness, the greater the sensitivity and recognition of the subtle and hidden messages that say males and females are to be treated differently. This sensitivity is not limited to sex stereotyping females; it also includes recognition of the many ways sex stereotyping limits males.

As this awareness and sensitivity deepens, one begins to realize sex stereotyping and bias is in just about every aspect of life. One man commented, "Good grief! I never realized it before, but they even have our shirts button differently in the basis of sex" (Faris, 1982, p.4).

B. Phase Two: Understanding the Barriers Imposed by Sex Stereotyping and Bias and How These Barriers Limit Options

Phase two is marked by a realization or understanding of the kinds of barriers imposed upon people by sex stereotyping and bias and how these barriers limit options. Sex bias and stereotyping limits people in their external environment as men and women are channeled into different careers and types of work. It also includes understanding the internal limits sex

stereotyping creates for people. The man who can not express despair or grief by crying because of the stereotyped ideas that "big boys don't cry" has internalized this idea to the point that it prevents him from showing a very important and necessary human emotion. The young woman interested in going into engineering can develop an internal barrier upon hearing comments like, "Not very many women go on for engineering because of the math," "Women generally don't do as well as men in mathematics," and "Math ability seems to be a male characteristic" (Faris, 1982, p.4).

C. Phase Three: Self-Assessment of Attitudes and Behaviors

An important step in changing behaviors is examining and assessing one's own attitudes and behaviors. This assessment phase can take a long time because some of the behaviors that need to be identified and changed may have been conditioned since birth. Some examples of these well-learned (and usually well-intentioned) behaviors include:

1. expecting males to always do the heavier tasks;
2. referring to females as girls instead of women, even when they are well beyond twenty years of age;
3. referring to female friends of males as "girlfriends" and male friends of females as "boyfriends"; and
4. discouraging males from showing and dealing with their emotions (Faris, 1982, p. 5).

Carrying out this self-examination of one's behaviors and their possible effect on others is critical if one is to serve as a positive role model.

D. Phase Four: Actively Changing Behaviors and Attitudes

Phase four involves providing learning experiences for students so they begin experiencing the initial phases of awareness and understanding. Because these behaviors and attitudes have been continuously reinforced throughout a person's lifetime, this is not a one-time proposition. It requires a continuous and conscious effort on the part of instructors, counselors, and administrators.

One instructor of an all-male machinist class displayed his commitment in several steps. First, he carried out some activities with the class to increase their understanding of sexist language behaviors. Then he established a procedure where every time he slipped and used sexist language or behaviors, the student who spotted it could mark a big black X on a large calendar. Eventually, the students asked if they could have a calendar on which they could mark an X when one of them slipped. In time the students' awareness spread to concerns about sexist language, behaviors, materials, and assignments in other classes.

E. Phase Five: Willingly Expanding Career Expectations and Opportunities

A willingness to explore and accept educational and occupational options based on interest and aptitude rather than sex is an important outcome of this process. As discussed in chapter one, economic and societal conditions have brought about the high rate of labor force participation by both males and females. However, females are still making substantially lower salaries and are more likely to be heading single parent

households. The quickest way for women to improve their salaries is to move into nontraditional occupations. This move is much less difficult and more likely to occur individually and globally if women are not hampered by their own sex bias and stereotyping attitudes and behaviors. Likewise, the acceptance of responsibilities associated with caring for the home and nurturing children will be easier for men who have been through the awareness process and are no longer limited by sex biases and sex stereotyping.

As educators strive to eliminate these inequities in education both through instruction and counseling, they must be aware that women who have interest in non-traditional careers such as electronics, drafting, machinist, engineering, and welding, and men who pursue careers in nursing, legal assisting and cosmetology are among the "risk-takers" in our society. In order to achieve in their nontraditional career choice, they must be prepared both academically and psychologically to withstand the pressures of their family, the public, and their co-workers.

"There is much to suggest that what women workers seek in their work parallels in general terms what men seek in their work" (Walshok, 1981, p. xv). We all want the feelings of productivity, of competence and of making a worthwhile contribution to our family, community and ourselves. Only through the elimination of "women's work" and "men's work" are these goals possible.

III. PROGRAM MODEL FOR PLANNING

A. Assessment of Need

Rationale

As used here, planning is an administrative function essential to making decisions--decisions that will be required in developing, implementing, and evaluating programs, services, and activities to meet an identified need of an organization or institution.

Therefore, the first step in the planning process is to determine if a need exists. For the purposes of this manual, the question is "What is the need for an organized program for informing students about nontraditional careers?" To what extent is the institution in compliance with Title II of the Educational Amendment of 1976 relating to sex equity provisions and the Carl D. Perkins Act of 1984 (P.L. 98-524)?

Carl D. Perkins Act funds allocated for sex equity may be used to provide:

- (1) programs, services, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;
- (2) vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and
- (3) support services for individuals participating in vocational education programs, services, and activities described in clauses (1) and (2) including dependent-care services and transportation.

Additional requirements for programs or services designed to remove sex bias stereotyping and to provide equal access to

vocational programs and services are found in the monitoring instruments used by the Coordinating Board. These instruments help determine if the institutions are in compliance with state and federal laws.

To state that all students will have equal access to vocational programs is insufficient. Are students, especially females, provided information that would encourage them to consider taking advantage of the equal access provision? The assessment is not made to determine the compliance of administrators, counselors, and instructors with the equal access requirement. The assessment must be made to determine if students' needs for equal access information and the counselors and instructors' need for activities free of sex-stereotyping and sex discrimination are being met.

Assessment Activities

Following are three lists of suggested assessment activities that may be used to identify the need for a program to inform students about nontraditional careers:

Suggestions for Administrators

* Gather statistical information on the following for 1983-84, 1984-85, 1985-86, 1986-87:

- total number of students enrolled in local programs
- number of students majoring in traditional courses (include percentages by sex and age)
- number of students (include percentages by sex and age) majoring in nontraditional careers
- projected worker supply and demand for 1985-90 (from the Texas Employment Commission) by job title
- categories for number of workers expected to be trained through secondary programs, government training programs, private vocational school programs, post secondary

- institutions from available government statistics
- projected number of workers to move into the State
- facilities and equipment to determine ability to meet the needs of existing and projected programs which should include sex equity actions
- number of distribution by sex of college employees

*Examine the following student information, compiled according to sex of students:

- student placements and compensation in work-study programs
- the number of counselors assigned to students
- the program completion rates
- the number of job placements of students in occupations for which trained
- the number of students placed in work study, apprenticeship and cooperative work positions and placement locations

*Encourage faculty to evaluate their own sex-fair teaching behaviors, using self-assessment and student feedback questionnaires.

*Survey attitudes of the groups listed below toward sex bias in vocational programs and nontraditional job opportunities:

- | | |
|---------------------------|-------------------------|
| 1. local school boards | 6. students |
| and Board of Trustees | 7. parents |
| 2. personnel directors | 8. community leaders |
| 3. college administrators | 9. professional groups |
| 4. employers | 10. civic organizations |
| 5. faculty/staff | |

*Analyze data by sex by comparing the current status of students with the projected needs and goals of the programs offered.

*Disseminate needs assessment and program status findings to all appropriate college personnel, students, parents, employees, employers, media, and interested community groups.

Suggestions for Counselors

*Conduct a needs assessment of all entering nontraditional degree-seeking students prior to their beginning coursework.

*Periodically conduct assessments for biases in counseling practices, utilizing feedback from students, parents, and employers.

*Review records to identify patterns of bias on the basis of students' age, sex, and economic status.

Suggestions for Instructors

- *Periodically assess classroom teaching practices by obtaining feedback from students and parents.
- *Determine whether existing programs give equal emphasis to the achievement of both men and women.
- *Examine programs for differential performance standards, graduation requirements, work groups, and assignments for either sex.
- *Systematically review all existing instructional materials for evidence of sex bias.

Preliminary to conducting the needs assessment a survey may be conducted of administrators, counselors, and instructors. The primary purpose of the survey is to create an awareness of the purpose for the needs assessment. The forms for the survey are presented in the Appendix A.

The findings of the needs assessment will determine to what extent there is a need for an organized program or effort to inform students about nontraditional careers. The findings will also provide the basis for developing a rationale or statement of need for the program.

B. Administrative Support

Without the support of the administration, it would be fruitless to plan or attempt any activity that requires the efforts of more than one individual within the institution. In order to obtain administrative support, the appropriate vice president or dean must be aware of the need for the program or activity. In some schools administrative support will be essential to conduct an official needs assessment. The administrator can assign persons the responsibility for

conducting an assessment and developing a rationale to determine the need for an organized equity program in vocational education. When the assessment is completed and the statement of need or rationale is developed, it can be presented to the vice president or dean.

After obtaining the necessary administrative support, a task force should be created to develop equity with services and activities designed to meet the identified needs.

C. Identification of Areas of Desired Impact

The results of the needs assessment will identify the areas in which the impact is most needed (i.e. administrative policies, curriculum materials, faculty development, guidance services). After the areas of desired impact have been identified, a specific program, an/or services and activities can be designed. In many cases it may be found that impact in some areas may be achieved by planned infusion of a concept or knowledge into an existing activity or lesson.

As the activities are identified for the equity program, it will be necessary to identify if there is a need for new materials and personnel. In many cases the materials are readily available and inexpensive or free and most cases the new personnel will not be needed. A program designed to meet the equity needs of a large institution may need only a portion of someone's time to coordinate all of the planned activities.

The suggested strategies presented in Chapter V of this manual required only 10 percent of an individual's time for coordination and direction.

D. Obtaining Resources

The design of the program and the planned activities will determine the kind and amount of resources needed. Examples of resources are presented in Chapter VI of this manual.

In many cases the resources needed for the planned activities are currently available without cost in the community. For the implementation of a new program, it will be necessary that one person be assigned the responsibility of developing, implementing, coordinating, and evaluating the program. This assignment may be given to a curriculum director or vocational counselor within the institution.

IV. ROLE OF THE COUNSELOR

To move from the limiting sex-role system of the past to the synergy of the future, career guidance specialists need to help make changes. If counselors are successful in empowering people to manage their careers and effect a career development transformation, society might look something like this:

1. Women and men will be able to make choices and decisions according to their interests, talents, values, and activities rather than by gender. Men and women will be allowed to develop multipotentialities which both sexes possess. Children will experience sex-fair child rearing at home and equity in education, counseling, and curriculum at school.
2. Distribution of men and women in education and work will be more equitable.
3. Instead of women being "less than" and men "greater than," they will have more solid relationships because they will be able to relate as equals.
4. Women and men will gradually give up their stereotypes. People will not be labeled and assumptions due to sex, race, age, handicap, ethnic group, or sexual preference will be stopped. They will learn to relate on the basis of their humanness.
5. Greater opportunity to develop their potential and dignity will exist for youth, racial and ethnic

minorities, the poor, the handicapped, and the aging.

If career guidance and counseling specialists become conscious of the past sex-role system and its impact on the career development of women and men and can envision male/female synergy of the future, then they can commit themselves to developing gender-free career counseling strategies and programs. These effects will change the quality of work life, learning life, and family life into an integrated whole and an improved quality of life for all (Gysbers, 1984).

Counseling

Counselors play an important role in the facilitation of career development. They can also impact the career choice or decision by their own values and biases on development, especially career development.

A study related to counseling practices in career planning found that females planning careers in traditionally male fields may receive biased counseling. Counselors responded more positively to female students with traditional feminine career goals than to female students with non-traditional, masculine career goals. Both male and female counselors were more accepting of female students with traditional career goals than of those with non-traditional career goals. This finding stresses the need for sex-fair counseling in counselor preparation programs (Johnson, Harper, Hatfield, Teeson and Hansen, 1980).

During the next few years counselors will witness dramatic changes in the way young people are socialized in terms of self-concepts and family and occupational roles. Counselors and other influential professionals must be prepared to respond to these social changes. Counselors must be ready to deal with those people, young and old, who will be affected by changes in social, occupational and personal roles.

Counselors need to combat years of sex-typed socialization and practices. Women and men have to be provided with the necessary support and assistance needed to stimulate and realize their diverse interests. Counselors must be aware of role conflict and must help men as well as women to examine all of their options.

"Counselors need to encourage the client/student to make considered and informed judgments about the lifestyles in which they will be engaged. It is the counselor's job to help students critically examine their attitudes and society's prevalent sex-role myths. Counselors must help them to understand and prepare themselves for future stress and pressures which women and men are experiencing in a fast-changing society" (Liggett, Romero, Romero, 1982).

Counselors have been criticized for their biased attitudes and minimal knowledge of women's career development. In a report published by the U.S. Department of Education in 1977, it was stated that bias against women's attainment was perpetuated by those who counsel women. Additional studies have shown that male

counselors were more sexist than females, but counselors who have participated in sex-equity training displayed less sexist attitudes (Hollenback, 1984).

Before counselors can become more effective in helping students to recognize sex-role stereotyping, they must first identify their own biases and attitudes toward job options. It is difficult for counselors to recognize and appropriately deal with biases if they share them with their students. If counselors believe that "the woman's place is in the home" or that "no woman wants an outdoor construction job," then they will be ineffective in the promotion of sex equity. Because a woman comes into the office wearing high heels and a dress does not mean that she would not be interested in a non-traditional career.

Counselors need to become aware of bias in their own attitudes and behaviors embedded through their own unconscious socialization, in guidance materials, and in sex typing of occupations and subjects. They need to develop new goals in their counseling techniques which seem appropriate for eliminating the old sex-role system. These suggested changes in counseling goals and techniques are as follows:

1. To focus on life patterns and life roles as well as jobs guiding women to prepare for economic independence and men to prepare for family roles.

2. To guide women to become more aware of their own career socialization and to develop more fully their own potential.
3. To guide women to be in control and to create their own futures through examining all possibilities, identifying social needs, and creating entrepreneurial activities that help meet those needs and not just prepare them to fit into a diminishing pool of available occupations.
4. To assist women to work toward role integration in a society in which work, family, ecological, consumer, and spiritual values may be changing.
5. To assist women to see occupation as only one part of career and to reflect on work values in relation to other life values.
6. To assist women to move beyond the sex-role stereotypes which limit the range of options they are willing to consider and choose. "One of the greatest challenges for counselors and career guidance in the future will be to help individuals cope with and manage the changes in their lives". (Gysbers, 1984, p. 237).
7. To evaluate career guidance materials for sex bias.
8. To develop counseling strategies which discard sex stereotypes.
9. To be prepared to listen to and counsel females who are considering a number of alternatives, both inside and outside the home, and to help them choose the

alternative most consistent with the quality and style of life they prefer and most consistent with their emerging self-concept.

10. To be aware of a female's developmental stage and of "where she is coming from" as a person and a women.
11. To provide counseling sessions which include analysis of possible conflicts and problems of entering nontraditional careers.
12. To provide students with information with which to explore nontraditional career options.
13. To ask and encourage students to clarify their values with respect to sex role stereotyping.
14. To provide nontraditional role mode as resource people when students express interest in nontraditional careers.
15. To encourage and support nontraditional career, academic, or personal choices.

Recruitment

Counselors who are assigned responsibilities for recruitment in occupational education need to possess the following characteristics and responsibilities:

1. Fulfill a "counselor" role while interacting with all types of individuals.
2. Listen to, analyze, and synthesize information, and provide available alternatives for entering

nontraditional careers.

3. Promote the overall benefits of vocational education through nontraditional education.
4. Commit to people and to occupational education.
5. Follow through immediately with resource materials on nontraditional careers.
6. Encourage individuals to think broadly about their decisions and explore nontraditional careers.
7. Believe and advocate sex equity.
8. Determine sexist areas in the counseling/guidance services.
9. Work with teachers, curriculum directors, media directors, and librarians, in the establishment of sex equity resource bank.
10. Develop, publish, circulate sex equity materials.
11. Explore definitions and examples of sex role stereotyping in career counseling and career education.
12. Survey current career interest inventories for sex bias.
13. Survey student's evaluation of teachers and counselors.
14. Enlist the community support of a variety of models of nontraditional roles.
15. Examine criteria used to evaluate all job placement programs, extracurricular activities, honors, and awards.
16. Determine the reasons for under-representation of students of either sex in courses.

17. Establish a variety of activities, conferences, sponsored events, speakers, to provide visibility and promote acceptance of sex fair vocational education.
18. Develop and circulate guidelines/recommendations for avoiding written and oral sexist language.
19. Interview teachers of traditionally single-sex courses for input concerning problems in recruiting nontraditional students.
20. Develop a series of mini-workshops for teachers to explore sexist attitudes and behaviors and how to eliminate them.
21. Distribute sex bias attitude questionnaires to faculty and discuss methods for achieving sex fair behavior in working with students.
22. Distribute facts about nontraditional workers.
23. Push for more women to be hired as vocational education administrators.
24. Analyze sex-role stereotyping in program brochures; develop and/or revise to show equal opportunity.
(Steigerand & Schlesinger, 1979).

Research indicates that counselors:

- o have an important influence on students in reinforcing their thinking about career decisions.
- o encourage students to think more broadly about their decisions.
- o serve as role models.

- o relate attitudes and information which affect students self-esteem.
- o distribute literature and show films that address the career decision-making process.

The ideal situation finds instructors, guidance counselors, and administrators involved in a collaborative recruitment effort. No matter how much support counselors give students, they will not enroll without the assurance that the instructors believe in nontraditional equity.

Identifying Barriers

For every individual there will usually exist short and long-term barriers to enrolling or working in a particular occupation. Some barriers can be eliminated. Counselors need to be able to explore and make the student aware of the possible barriers which could affect an occupational choice. Some barriers or difficulties encountered by women enrolled or attempting to enroll in nontraditional classes are the following:

- o Financial
- o Scheduling of classes
- o Single parent problems with children
- o School vs. work
- o Family problems
- o Child care
- o Food stamps vs. part-time work
- o Studying and testing for older learners

- o Peer acceptance of major
- o Husband's income included in grant application
- o School vs. studying at home
- o Received lower grades because female
- o New terminology
- o Applying for financial aid
- o Lack of support from husband
- o Biological motherhood issues

Non-Traditional Woman's Perception Of Why Females Do Not Enroll
In Non-Traditional Programs

- o Feel intimidated
- o Afraid they will not be accepted
- o Think they cannot do the work
- o The socialization of women
- o Lack of interest
- o Peer Pressure
- o Lack of career information
- o Discouraged by counselors
- o Lack of background, such as math
- o Lack of family support
- o Difficult to get into the programs
- o Do not want to get dirty
- o Fear of not being feminine
- o Do not want to be different
- o Fear change

Traditional Women's Perceptions Of Why Females Do Not Enroll In Non-Traditional Programs:

- o They are not interested
- o Physical limitations
- o Lack of family support
- o Do not want to compete
- o Not available when young
- o Will not advance on the job
- o Women want to be women
- o Perceive it as men only
- o Lack of background, such as math
- o Lack of family support
- o Difficult to get into the programs
- o Do not want to get dirty
- o Fear of not being feminine
- o Do not want to be different
- o Fear change

(Hollenback, 1985)

The counselor needs to be able to help clients be realistic about their decisions. For example, there is no sense in enrolling if transportation cannot be worked out.

Counselors need to also assist the student in knowing if the barriers are too great to overcome. If this is the case, the counselors need to ask themselves how these barriers be eliminated in the future so that enrollment is only a temporary postponement. Some alternatives and support services that may eliminate barriers for non-traditional women are ranked in the

following list:

- o Child care facility
- o Tutoring
- o Career information/placement
- o Internships in training area
- o Personal counseling
- o Job acquisition skills
- o Financial aid
- o Orientation materials for registration
- o Off-campus classes
- o More reference books
- o Scholarships for women
- o Mentor program
- o Gradual enrollment in classes

Traditional Women's Perceptions Of How More Women Can Be Recruited Into Non-Traditional Programs:

- o Career information
- o Advertising
- o Change in society's attitudes
- o Change in employer's attitudes
- o Information about better pay
- o More support for women in non-traditional classes
- o Change in co-worker's attitudes
- o More direction/help when enrolling
- o Role models for young people
- o Classes in groups
- o Recruit female instructors

Non-Traditional Women's Perception Of How More Women Can Be Recruited Into Non-Traditional Programs:

- o More career information
- o Recruitment programs
- o More female role models
- o Advertising
- o More counseling
- o Need to increase women's self-esteem
- o Must be a self-decision
- o Career exploration programs
- o Support groups
- o Attitudes must be changed
- o Networking
- o Seminars
- o Message courses make women independent

(Hollenback, 1985)

Career Development For Women

The influence of internal and external factors on a woman's career development has been widely documented. The sex-role system has limited women's educational and occupational options, social and intellectual development, and economic status over the life span due to this lack of career information, adult models, and sense of self-direction. The female stereotype becomes internalized and reinforced by society, causing it to continue into adulthood. Some of the factors which have been combined into a deficit model that limits women's options and keeps them

from developing their human potential are the lack of the following:

- o Work orientation
- o Planning orientation
- o Role models
- o Self-esteem
- o Mathematics/science and athletic training
- o Economic independence
- o Managerial skills
- o Messages other than the Cinderella syndrome of "be submissive, dependent, invisible, and passive"

The literature does indicate that differences exist between males and females in their information processing. Motivation forces also appear to be different for males in contrast to females. Males appear to be motivated, at a relatively early age, to strive for personal achievement. This achievement seems to receive gratification through work and work-role orientation. On the other hand, a central theme for females is a concern with social success and status and a fear of social rejection. It thus becomes evident that males, in general, appear to define themselves by individual standards, while females seek role definition through others' approval.

In counseling women considering a non-traditional career, counselors need to be very aware of and sensitive to how women have been stereotyped and programmed. Counselors need to realize that women's lives have been defined by the family and the family

life cycle, whereas men's lives have been defined by work and career success.

Females have different needs in their career development and personal development processes. Counseling approaches for female clients include the following:

1. Help females think of themselves as persons, to affirm their sense of personal worth, to face and work through their identity or role conflicts.
2. Assist females to consider a wide range of occupational options in addition to the traditional stereotyped ones. Do not be shocked when a woman wants to be a welder or draftsman.
3. Facilitate communication with women in those atypical fields as well as typical ones.
4. Help females think through and plan for multiple roles as workers and parents.
5. Assist women with learning the process of decision-making.
6. Assist women to choose a career in accordance with their values, abilities, motivation, and preferences from a variety of patterns.
7. Help women to clarify values if based on misinformation.
8. Be aware of a female's developmental stage and "where she is coming from" as a person and a woman.
9. Help young women to think in terms of short-term and long-term goals.

10. Help females develop independent behavior, self assertiveness, and the ability to channel energies toward a goal and self-confidence.
11. Encourage vicariously experiencing a number of career options through guided fantasy and the directed reading of biographies and career-related fiction.
12. Develop counseling strategies which discard or eliminate sex stereotypes, not just exchange them.
13. Encourage women to have higher expectations and to expect more successful performance. Males generally have higher expectations and expect more successful performance, and boys expect to perform better on a given task than girls. When a woman fails at a job task, she did not have the skills necessary. When a man fails at a job or task, the task or job was too difficult.
14. Encourage women to work independently.
15. Help females to trust their own individual decisions.
16. Encourage women to develop more fully an internal individual standard for excellence.

Career Development For Men

The Career Development of men has been studied longer and more intensively than women's. More career development texts and interest inventories are written by men and operate from a premise of men and career. Women in the past have been referred to in separate chapters on women and other "special populations".

Some of the male stereotypes include:

1. Be leaders
2. Be strong and athletic
3. Develop mechanical, analytical, and mathematical abilities.
4. Be competitive. autonomous problem solvers
5. Strive for career success which equals self worth
6. Strive for personal achievement.

Men today are beginning to examine their own lives from a communal perspective, as women have done for long time (Carlson, 1972). Men have suffered due to sex stereotyping. Research has documented the stress ex stereotyping places on boys and men. It is not by accident that our male population has higher mortality rate than women.

The male is tracked into achieving through his entire working life. Mike Wallace of "Sixty Minutes: stated that men feel compelled not only to achieve, but to keep out doing themselves just to maintain their sense of self-worth. From the early years on, boys are taught the lessons of intense competition (Sadker, 1976).

Men are expected to acquire prestige and status for themselves and their families, respect among peers, and are generally known as being "good providers". Men are expected to be the primary wage earners of their families. Boys grow up knowing this and as a result may not feel free to pursue career alternatives which pay little or entail great risks, even though

such careers may provide a great deal of satisfaction. The creative arts are often reflected by men because they feel the monetary risks are too great. Failure is feared because success at work reinforces their masculinity and sense of worth. On the other hand, success is feared because it does not always mean happiness and satisfaction in life (Horner, 1974).

Behaving in the prescribed masculine manner limits an individual in developing traditionally accepted "feminine" qualities such as warmth, emotionality and patience. Behaving in one's prescribed sex role norm means suppressing any interest one might have in career fields which have been socially identified with the other sex (Liggett, Romero, Romero, 1982).

Researchers are also beginning to look at men's lives in some new ways--balancing of work, relationships, and leisure; the negative consequences of male socialization; male/female employment combinations (dual career); mid-life career shifts and pre-retirement; and sex-role strain.

The following recommendations have been made concerning counseling with men:

1. Assess the gender-role conflict and strain in men and the degree that gender-role conflicts limit their emotional, interpersonal, and physical lives.
2. Assist males to think through and plan for multiple roles as workers and parents.

3. Assist males to explore their fear of femininity and gender-role conflict patterns through consciousness-raising experiences.
4. Encourage males to develop and include their sensitivity and nurturing qualities in their life-planning goals.
5. Provide educational and preventive programming to assist those experiencing gender-role conflict and strain.
6. Help men to understand their attitudes and values toward sex-role changes.

Freeing men from rigid sex-role constraints perpetuated by stereotypes and socialization through career guidance and counseling should be a major goal of post-secondary counselors (Liggett, Romero, Romero, 1982).

Occupational Counseling:

Females and males need information about non-traditional careers. Suggestions for the counselor providing information include the following:

1. Occupations in high local demand, employing companies, labor market information, and opportunities for a non traditional career.
2. Job advancement, potential salary, training required, work environment that show sex equity is emphasized.
3. Materials encouraging non-traditional careers.
4. Discussions with a female role model in a career which is non-traditional to her sex.
5. Discussions with an instructor on the opportunities and

challenges of pursuing a non-traditional career.

6. Sitting in on a few classes where the majority of the class is one sex.
7. Having students interview or shadow someone who has chosen a non-traditional career.
8. Being cognizant of training and job availability.
9. Emphasizing non-traditional training for women by removing roadblocks, both imaginary and real.
10. Improving career choices through counseling.
11. Encouraging and showing how others have done it.

The goal of occupational counseling is to assist the student to make a career decision and to investigate the advantages and rewards of a non-traditional career.

Counselors need to be sensitive to women's concerns about math ability. Women typically have taken less math than men, so many may need to brush up on their math skills, as well as their reading and writing skills.

Most schools offer career testing to the client/student who is undecided in his/her career choice. Two tests recommended as sex-fair are:

- o Career Assessment Instruments (CAI).
 - o U.S. Employment Service Interest Inventory, 1981
- College testing centers will know how to secure them.

Career Guidance Interventions For Changing Futures

Counselors doing career guidance must possess awareness of the profound transformations occurring in technology and in human perception. The ten trends from Naisbitt's Megatrends (1982) need to be incorporated into a career guidance curriculum. The eleventh Megatrend, also identified by Naisbitt, is a major relevance to issues of gender and career. This Megatrend is a shift from sex roles to synergy. It reflects a reconciliation between the sexes at a deep level, a greater harmony between what used to be masculine or feminine qualities. The future of synergy could mean the end of the battle of the sexes and a synthesis of the best qualities and characteristics of each.

Because the residues of the old sex-role system are still present, powerful, and having negative effects, it is necessary to create positive interventions for both youths and adults in curriculum, in counseling, and in programs. One of the greatest challenges for career guidance in the future will be to help people cope with and manage the changes in their lives. Helping people understand and manage life transitions and empowering them to bring about planned changes in their own personal lives and work environments may be one of the major contributions of career guidance, of both women and men.

V. STRATEGIES

An important part of the Postsecondary Equity Project involved staff working with a Panel of Experts (POE's) to develop and validate model strategies for the elimination of sex bias/stereotyping and recruitment of postsecondary students into nontraditional careers and postsecondary vocational/technical programs. The six POE's came from the ranks of counselor/coordinators, adult student services, women's services, and student personnel services in community colleges across the state.

This chapter includes the strategies field-tested by the POE's along with their comments about those strategies. Detailed information about each strategy and copies of recommended resources may be found in Appendix B of this manual.

STRATEGIES

COMMENTS BY POE

Recruitment

1. Present program for prospective students to familiarize them with the community college, available services, and advantages of non-traditional programs. (Activity, p. 79)

Advertised in local paper. Very effective with students enrolled in non-traditional academic/technical programs. Several adults felt movie "Pack Your Own Chute" was not necessary. Replace movie with speakers from local community. Needs more information on sex equity. Suggest procedure for follow up at registration. Good for students already enrolled but undecided as to major.

2. Sponsor a 24-hour vocational oriented workshop to present both traditional and non-traditional employment opportunities by covering goal setting, identifying personal strengths, value clarification, self-awareness, resolving conflicts, communication skills, assertiveness training, awareness of community resources, stress management, career decision-making strategies, interest inventories, job market information, and role model presentations.
(Activity, p. 88)

Counseling

3. Assist counselors in gaining awareness of their sex biases. Give Behavior Practices Questionnaire in short staff counselors' meeting and discuss.
(Activity, p. 90)

4. Create awareness among students of personal values which affect responses to men's and women's situation. Administer Sex-Role Attitude Inventory and discuss.
(Activity, p. 93)

Keep group under 25 for best results. Suggested time frame: 8:30 a.m. to 1:00 p.m. Monday to Friday for two weeks or 6:30 p.m. to 9:30 p.m. Monday through Thursday for eight days. Tour actual college departments. Develop workbook for participants to keep.

Include secretaries in counseling office in audience. Good for all secretaries in college.

Discussion aspect of activity was enlightening. As each student listened to various opinions being expressed, each one appeared to develop a broader understanding of the roles of men and women. Some time was spent discussing origins of some of the values and attitudes that we have. Field tested in a sociology marriage and the family class. Need at least one hour for presentation. Use inventory in conjunction with Myth and Reality Opinionnaire

5. Review existing knowledge of equity legislation and related sex bias issues. Provide "Knowledge of Legal Equity Quiz" for department chairs to use at department meetings. Distribute to all counselors and discuss results individually.
(Activity, p. 96)

6. Promote awareness of changes in world of work. Give each group member copy of "Myth and Reality Opinionnaire" to complete. Discuss opinions.
(Activity, p. 111)

7. Identify skills which students possess with emphasis on categorizing life experience skills. Distribute "What Can I Do" handout and discuss.
(Activity, p. 100)

Made people think about equity. Most of them were somewhat reluctant to answer the questions. After explaining that it was a survey to find out how much they knew and not a test, they were willing to help. Let participants "grade" themselves. Increases understanding of equity. Good for faculty development inservice or prior to a monitoring visit. Did not take the full 20 minutes.

Used in conjunction with Attitude Inventory (see Appendix B) in adult career class. Can be used without a great amount of modification. Usable format that can stand alone as separate lesson. Positive impact on students.

Most students completed the assessment and had positive comments. They thought it helped them categorize their experiences. Use with a clerk-typist program class made up of many returning women. Presentation in class lasted two hours and students took assessment home to finish. Good for work readiness. Recommend for GED classes, adult learning centers, group anticipating job lay-offs.

8. Examine the attitudes of students toward work. Initiate class discussion of meaning of word "work." Use self-assessment exercise, "Attitudes Toward Work," and ask for feedback.
(Activity, p. 116)

9. Create thought provoking bulletin boards in strategic sites entitled "Guess Who's Coming to Work?" incorporating current pay ranges and jobs in demand in the 1990's. Tie into classes by presenting employment trends and involving students in discussion on career decision making.
(Activity, p. 149)

Developing Curriculum

10. Invite several dual-earner couples who are employed in non-traditional occupations to speak to Marriage and Family classes. Provide time for questions from class.
(Activity, p. 121)

Most students were cooperative and completed the exercise. Some questioned the purpose of the exercise. Presented in secretarial since classroom composed of younger students. Good for individuals having to make a career change.

Must keep data current. Distributed trends and pay ranges by occupation to counseling staff. Use with "A Look at Equity" handouts (in Appendix B).

Also used dual-earner presentations as a career seminar sponsored by the Counseling Center. Several couples require a long class. Can shorten by inviting only one couple. Good to have couples from different age groups. Brief couples in advance to stress non-traditional occupations and adjustments in lifestyle. Effective in training students about non-traditional careers.

11. Assign students in drafting class to sketch a home of their choice. After completion, ask students to label each space or room "masculine" or "feminine." Instructor leads discussion on how space is identified as belonging to one sex or another. (Activity, p. 122)

12. Instructor lectures on importance of language to journalism class. Provide Language handout and Language Exercise Worksheets to practice writing in neutral terms. (Activity, p. 123)

13. Raise students' awareness of sex equity by using Fabulous Child Story as a lesson in remedial reading classes or as a group counseling activity. After students read story, encourage them to talk about their own expectations and attitudes and how they influence their occupational choice. (Activity, p. 131)

Although a curriculum strategy, it is also a very good awareness activity for the class members. A self discovery type of realization for the students if followed by class discussion facilitated by the instructor. Give instructor When You Are The Message (in Appendix B) well before class. A biased instructor can be very detrimental to purpose of lesson. Could develop guidelines for discussion leader.

Use with "Sex Biased Words and Phrases" handout (in Appendix). Needs student worksheet. Counselor may want to ask to teach class if instructor is reluctant or negative. Good for personnel office and secretaries too. Journalistic style often dictates references by gender.

Raises students' awareness of sex equity.

Awareness

14. Print Women and Society fact sheet as an insert in faculty newsletter to provoke thought, awareness. Can also use in student newspaper.
(Activity, p. 139)

15. Distribute Expanding Awareness of Sex Equity questionnaire without answers to faculty in meeting, newsletter, mail. Provide answers after they have had time to complete.
(Activity, p. 152)

16. Identify training available on campus to prepare students for the non-traditional occupations for males and the non-traditional occupations for females. Designate coursework leading to such careers on "A Look at Equity" handouts and present to faculty along with Classrooms: When You Are the Message. Counseling center personnel can also benefit from this material.
(Activity, p. 141)

17. Heighten faculty awareness of many common sex biased words and phrases and offer modifications with handout Issues in Equity. English and journalism classes can also benefit from list.
(Activity, p. 146)

Can be used without a great deal of modification. Increases understanding of equity. Each statement could be used as interesting filler in newspapers.

The best way to use it would be to have a faculty meeting or staff development and give questionnaire to each faculty member. Have participants ask questions. Explain the purpose of the questionnaire. Overall a good response. Most of the participants wanted to know what grade they made!

Make brief, five minute presentation at faculty meeting. Used with the staff of the Counseling Center. Give information to counselors who advise students. Update A Look At Equity handouts each semester with statistics for the non-traditional programs.

Words and Sentence Exchange needs a student worksheet. This exercise was somewhat repetitive of what students are taught about style in their journalism classes. Used by department chairs at regular department meeting followed by discussion.

18. Sponsor a Changing Roles for Men and Women Day on campus featuring speeches by successful people in non-traditional careers along with music and skits. Encourage faculty to allow students to attend for credit. Involve student government and administration in planning.
(Activity, p. 147)

19. Create an awareness of legislative issues affecting women and families by staying abreast of current issues in the state and national legislature. Contact people and organizations on campus and in the community and provide them information on pertinent bills and specific action they can take.
(Activity, p. 156)

Public Relations

20. Create an awareness about current and future trends regarding women's economic needs and women's participation in the workforce. Distribute a fact sheet and use information when making community presentations. Provide this type of information for news stories in campus and community newspapers and maintain good files so that you become a trusted source of equity information in the community.
(Activity, p. 157)

Increases understanding of equity. Good public relations and recruitment tool in addition to awareness and retention. Students are more aware of local resources.

Keep updated files and contacts lists. Identify knowledgeable campus speakers and notify community organizations and local press of their availability.

Keep data and files current. Call local media with informed comment when news affecting women and work breaks.

VI. RESOURCES

There are a variety of sources of materials on equity and nontraditional options. The costs of these materials range from free or inexpensive to costly. Since many of the materials are similar, it is wise to carefully check the various sources in order to find reasonably priced materials that will fill your specific needs.

State Equity Coordinators are valuable resources for equity and nontraditional information. Their names, addresses, and telephone numbers are listed in Section G. Other sources of equity information are also listed in of this chapter. There are many other resources available that will be useful to administrators, counselors, and teachers and many new materials are being developed under the Perkins Act. This listing is provided as a "starter."

A. AGENCY

American Association of University Women
"Action Alert"
2401 Virginia Ave., N.W.
Washington, DC 20037

Congressional Caucus for Women's Issues
2471 Rayburn Building
Washington, DC 20515

Women's Bureau, U.S. Department of Labor
Washington, D.C.

Displaced Homemaker Network
1411 K Street, N.W. Suite 930
Washington, DC 20005

Girls Clubs of America (GCA) National Resource Center
441 West Michigan Street
Indianapolis, IN 46202
317-634-7546

Supported the development of materials in decision making and career awareness.

Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning

Challenges: A Young Man's Journal for Self-Awareness and Personal Planning

(\$12.95 each, discounts for multiple copies)

Instructors Guide (\$9.95)

Developed by Mindy Bingham and Judy Edmondson through a Girls Clubs of America project. Although some questions have been raised about whether having separate workbooks for males and females violates Title IX, these write-in journals that encourage self discovery, help young people become aware of economic realities, and facilitate the development of goal setting and decision-making skills have been widely used in classrooms, group settings, and by individuals. (Available through Girls Clubs of America National Resource Center, listed above.

National Center for Research in Vocational Education
National Center Publications
1960 Kenny Road
Columbus, OH 43210-1090

New Pioneers Program

North Carolina State Department of Education Materials
developed by Amanda J. Smith 1979

Project Awareness

A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education

A Training Program developed by Feminists Northwest
Seattle, Washington

Technical Assistance Center of the Southwest
Stephen F. Austin State University
P.O. Box 13010 A
SFA Station
Nacogdoches, TX 75962
409-568-5307

Large collection of media and printed material
available for loan. Only cost of materials is return
postage. Catalogs available upon request.

U.S. Department of Labor
Employment Standards Administration
Women's Bureau
Washington, D.C. 20210

Wisconsin Feminists Project Fund, Inc.
P.O. Box 1291
Madison, WI 53701

Women's Bureau
U.S. Department of Labor
200 Constitution Ave., N.W.
Washington, DC 20210
202-523-6611

Women's Bureau
U.S. Department of Labor
1371 Peachtree St. N.E.
Room 323
Atlanta, GA 30367
404-881-4461

The Women's Bureau funded the development of Women in
Nontraditional Careers (WINC): Curriculum Guide. The guide
is no longer available through the U.S. Government Printing
Office, but copies are available at many libraries, women's
centers, and universities.

Women for Change Center
2001 Bryan Tower, Suite 290
Dallas, TX 75201
214-741-2391

Independent nonprofit agency. Educational and career
counseling, adult education courses, job referral.
Fees vary.

Women's Educational Equity Act (WEEA) Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
617-969-7100 Toll free: 800-225-3088

Large collection of media and printed materials in areas of equity, sex stereotyping, and career awareness available for purchase. Films and cassettes may be rented.

Resources for Educational Equity - Catalog describing all available materials. Free.

Ysleta Equity Program

Texas VOICE: Vocational Options in Creating Equity.
Quarterly newsletter to promote nontraditional careers.
Contact: Eva Ross
Ysleta Independent School District
9600 Sims
El Paso, TX 79925

B. ARTICLES AND PERIODICALS

Burge, P.L., & Hillison, J. (1987). Facilitating sex equity in vocational education. Southern Journal of Occupational Education, 1(1), 10-22.

Dzierlenga, D. (1981). Sources and information: Women in the community college. New Directions for Community College, 34, pp. 79-90.

Harrison, L. (1975, April). Cro-magnon women--in eclipse. The Science Teacher.

Kirby, E.B. (1981). Petticoats to jackhammers: Strategies for women in occupational education. New Directions for Community Colleges, 34, pp. 43-53.

Klain, S.S. (ed.) (1985). Improving sex equity in postsecondary education. Handbook for Achieving Sex Equity Through Education. Baltimore: The John Hopkins Press, pp. 470-480.

Maccaby, E.E., & Jacklin, C.N. (1974, December). Myth, reality, and shades of gray: What we know and don't know about sex differences. Psychology Today, pp. 109-112.

McIlwee, J.S. (1981). Women's survival in nontraditional blue-collar occupations. Frontiers, 6(1-2), 30-38. This sociological and demographic study shows that women survive in blue-collar occupations not because of social acceptance by their male co-workers, but rather because of the actual mastery of skills and access to work-related information and power relations within the organization.

Pierson, M.J., & Dorsey, O.L. (1987). Status of nontraditional education in Texas postsecondary institutions. Southern Journal of Occupational Education, 1(1), 31-39.

Ramsbotham, A., & Farmer, P. (1980). Women working: The building trades begin to open up. Southern Exposure, 8(1), 35-39.

Women have been unrepresented in many occupations, but it is the trades, including the building trades, from which they have been most consistently excluded. Women today still comprise only 3 percent of all skilled craft workers. In construction work they earn an average of 68 percent of the wages of their male counterparts. Those who succeed in entering the construction trades often face resistance, hostility, and harassment from those who feel that the jobs belong rightfully to men. Interviews with four women (a plumber, two carpenters, and an owner-secretary of a sheet metal business) demonstrate that women can make and take their place in the construction world as wage laborers, in a democratic collective, as owner-builders, as teachers, as bosses. Their experience defy those who maintain that construction work cannot be done by women.

Tradeswomen Magazine, P. O. Box 40664, San Francisco, CA 94140.

White, L.K., & Brinkerhoff, D. B. (1981). The sexual division of labor: Evidence from childhood. Social Forces, 60(1), 170-181.

Sex typing begins very early in work roles and by the time children reach adolescence, sharp differences exist between "boy's work" and "girl's work." Multiple classification analysis indicates that family background characteristics and family structure have relatively little impact compared to sex and age of child determinants of sex typing.

Young, D. (1982). Reducing stereotypic attitudes: A perquisite to educational equity. (ERIC Document Reproduction Service No. ED 218 382)

C. Books

America's Women of Color: Integrating Cultural Diversity Into Non-Sex-Biased Curricula.
Urban Affairs Department, St. Paul Public Schools,
St. Paul, Minnesota

Atkinson, K. (1979). Road Map to Change, A Workbook for the Development of Nonbiased Instructional Materials

Bingham, M. and Stryker, S. (1987). More Choices: A Strategic Guide for Mixing Career and Family, pp. 12-15

Bolles, R. (1985). The New Quick Job Hunting Map.
Berkeley, CA: Ten Speed Press.

Born Free: Training Packet to Reduce Sex-Role Stereotyping in Career Development. College of Education, University of Minnesota, Minneapolis, MN.

Cauley, C.D. Time for a Change: A Women's Guide to Nontraditional Occupations. Technical Education Research Centers, 44 Brattle St., Cambridge, MA 02138
(617)547-0430

Checklists for Counteracting Race and Sex Bias in Educational Materials, Austin, TX.

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D. Films

Bias--A Four-Letter Word

22 minutes, 1978 16mm film

Discusses peoples' attitudes toward themselves and each other concerning typical biases; male/female, young/old, tall/short, and so on.

Available through:

Malibu Corporation

Box 428

Malibu, CA 90265

213-456-2859 \$500

Breakout

27 minutes, 1979 Color

Interviews several women in nontraditional work places. They discuss their reasons for going into these areas, their successes, problems, concerns and expected growth as their skills increase.

The Female Rebellion

53 minutes, 1963

Discusses the attempts of American women to rebel against their traditional feminine role in a masculine dominated society. Includes scenes of suffragettes during wartime. Points out the influence of motion pictures in determining the sexual role of women.

Growing Up Female

60 minutes, 1971

...examines the social forces that shape women's self-conceptions they grow up.

Grievance Procedures and Women's Equity

10 minutes

This film takes you through each stage of the "Grievance Procedures."

Help Wanted--Women Need Apply

61 slides with script

Designed to be shown to high school and college classes and women's clubs; shows women in a variety of jobs.

Jobs and Gender

Program challenging stereotypes about "woman's work" and "man's work" by introducing students to a female carpenter, a female newspaper reporter, a male nurse, and two male teachers; indicates trend is toward more realistic job classification based on individual interest and ability.

Killing Us Softly: Advertising's Image of Women

30 minutes 16mm

The film portrays hundreds of ads from magazines, newspapers album covers and storefront windows to present a concise and important analysis of a \$50 billion industry that preys on the fears and insecurity of every consumer in America.

Making Points

11 minutes, 1981 16mm

Teenage males discuss their plans for the future as they also assume many roles which have traditionally been viewed as female roles. Developed by Girls Clubs of America National Resource Center.

A Man's Place

24 minutes, 1979 16mm

This documentary film describes nontraditional roles held by men with a view toward enlightening or encouraging other men to realize their goals. Encourages discussion on the many facets of sex fairness. Developed by Deanna Chitayat and Anita Baskind at the Case Institute for Research and Development in Occupational Education, City University of New York.

Masculinity and Femininity

10 minutes 1969

Students learn traditional stereotypes of male and female roles are changing.

Masculine or Feminine; Your Role in Society

19 minutes

In-depth study of today's changing attitudes asks what is the man's role in the home? What about the woman in business?

Never Underestimate the Power of a Woman

15 minutes, 1971

Discusses myths and facts about working women. Designed for adults. It shows women in a variety of non-stereotypical blue-collar jobs.

Sex Equity in the College Classroom

Hak Productions

Silver Springs, MD 20910

301-565-0325

Someone's in the Kitchen with Jamie*

25 minutes, 1981 16mm

A baseball team and a home economics class campaign to reduce sex stereotyping. Learning Corporation of America
108 Wilmot Rd. Deerfield, IL 60012 312-940-1260 \$500

A Woman in That Job?

30 minutes, 1971 Slides with Script

Directed toward employers, their affirmative action plans and showing them how to reengineer positions to encourage women to apply.

E. Pamphlets

"Born Free"

Born Free Training Packets to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/Higher Education, Secondary, and Elementary Levels Newton, Mass.: Education Development Center 1978

"Handbook of Labor Statistics," and "Employment Earnings",
U.S. Department of Labor
Bureau of Labor Statistics

"How to Succeed in College: A Guide for the Nontraditional Student" Association of American Publishers
One Park Avenue, New York, NY 10016

"Human Rights for Women"

Job discrimination handbook. c. 1971, with new editions planned for the future. 13p.

F. Video

Born Free

The project Born Free color video tapes are a series of none half hour programs in which a diverse group of people of different occupations, ages, and backgrounds talk about their lives. They discuss their lifestyles, the expectations placed upon them at different life stages, and the affects of conscious and unconscious socialization upon their self-concepts, self-expectations, educational -vocational opportunities, and career decisions.

Breaking Out of the Doll's House

32 minutes, 1975 Women Color

We see in Nora a typically sheltered young wife conditioned by the customs of her era, indulged by her husband, totally dependent--yet revealing a hint of the substance that will lead to her climatic decision.

Learning Corp. of America

Fable of He and She

11 minutes, 1974 16mm. film and 3/4 in. videotape

An animated fable about two groups of creatures on an island who are separated long enough to learn that each can do skills normally reserved by tradition to the other. Challenges stereotyped thinking and sexist philosophies and promotes the advantages of individual self-expression.

Available (for \$250 film, \$175 videotape) through:
Coronet/MTI, 1085 Wilmot Road, Deerfield, IL 60015
Attn: Beth Shafer (312)-940-1260

Nothing But Options

17.5 minutes, 1983 Videotape

Five women in nontraditional math-based careers told about their backgrounds and how they got where they are.

Available (for \$240) through: Math/Science Resource
Network c/o Mills College, Oakland, CA 94613
415-430-2230

Free To Choose

16 minutes, 1974 Women Color

Bans the stereotyped idea of women, confined to the home and shows women and men in homemaker and workforce situations.

California State Department of Education
Film Fair Communications

Other Women, Other Work

20 minutes, 1973 Women Color

Vignettes of a number of unusual women comprise a program dedicated to changing attitudes toward suitable "women's work."

Churchill Films

Sex Equity in Vocational Education

12 minutes

Describes sex equity in vocational education. Gives legal basis for sex equity in vocational education. Explains the sex-fair classroom and sex-fair instructional materials.

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

She's Nobody's Baby

55 minutes, 1981 Women/History Color

This film explores and celebrates the women who overcame cultural limitations to help shape our history. Designed to improve working relations among men and women.

Ms. Magazine
ABC Wide World of Learning

The Impossible Dream

8 minutes, 16mm

How would you like to work at two full time jobs, but be paid for only one? And you would you like your wages for the paying job to be less than what's paid to others who do the same work? A humorous look at the double work load of women everywhere.

What Will I Be?

30 minutes, 1974 Women/Education Color

This program looks at women's roles in the education system with regard to sexism. Solutions and problems are discussed.

Women in Focus

When I Grow Up

20 minutes, 1977 16mm

This open-ended production serves to increase awareness among educators of the existence of sex-role stereotype practices typically found in the classroom and school. A good workshop aid for school personnel, parents, and older students who can take adult imperfection in stride.

Why Not a Woman?

26 minutes, 1977 Women/Occupations Color

This program shows the wide range of job and training opportunities available to women of all ages. Myths about women and work are challenged.

Employment and Training Administration
National AudioVisual Center

Women and Careers

50 minutes, 1979 Women Color

This program includes the current status of the working woman, sex discrimination laws, the socialization process, the need for role models, the games of male organizations shaped by the military and sports, and the prospects for the future.

California State University Chico

Women at Work: Change, Choice Challenge

19 minutes, 1978 Women Color

A dialogue with seven women, expressed in counterpoint with actual on-the-job scenes, reveals their attitudes about work training, and their personal roles.

Encyclopedia Britannica Educ. Corp.

Women of Tomorrow
30 minutes, 1979 Women/Occupations Color

A program probing into nontraditional jobs for women in the construction industry.

Sensor

The Women's Prejudice Film
18 minutes, 1974 Women Color

Explores contemporary life styles of women and attitudes concerning the equality of roles among men and women.

Sandler Institutional Films

Barr Films

You Pack Your Own Chute
You Can Surpass Yourself
Grab Hold of Today!
The Joy of Involvement

These films have the power to convince people they are capable of growth, and once an individual accepts this possibility, miracles can happen!

The Eden Ryl Behavioral Series, Rmic Productions
3505 Cadillac Ave., #0-106, Costa Mesa, CA 92626-1435

G. Contacts

Projects in Equity and Nontraditional Careers Funded in Texas for 1987-88

1. Model Postsecondary Project to Eliminate Sex Bias/Stereotyping and to Encourage Consideration of Nontraditional Careers

Dr. Joyce Nies
School of Human Resource Management
North Texas State University
P. O. Box 5248
Denton, TX 76203
(817) 565-4109

2. Model Program for Displaced Homemakers: Current Status and Future Prospects

Dr. Laura Lein
School of Social Work
The University of Texas at Austin
Austin, TX 78712
(512) 471-5156

3. Computer Graphics Training for Special Populations (Single Parents, Homemakers, Dislocated Workers)

David Henry
Richland College
12800 Abrams Road
Dallas, TX 75243
(214) 238-6331

4. Model Program for Job Skills Training for Single Parent/Homemakers

Jim Kavalier
Mountain View College
4849 West Illinois Avenue
Dallas, TX 75211
(214) 333-8612

5. Model Program for Preparing Single Parents/Expectant Single Parents for Technical/Vocational Careers

Dr. LaVerne Wong
McLennan Community College
1400 College Drive
Waco, TX 76708
(817) 756-6551

State Personnel Responsible for Sex Equity in Vocational Education

ALABAMA

Mae Willa Mason
Voc. Ed. Equity Specialist
State Department of Education
State Office Building, Room 812
Montgomery, AL 36130
(205) 261-5301

ALASKA

Naomi Stockdale
Sex Equity Coordinator
801 West 10th Street
Pouch F-Alaska Office Building

CONNECTICUT

Diana Woolis
Consultant, Sex Equity
Division of Voc. Ed.
State Dept. of Education
Box 2219
Hartford, CT 06115
(203) 638-4190

DELAWARE

Carol O'Neill Mayhew
Coordinator
Sex Equity Programs

Juneau, AK 99811
(907) 465-2980

ARIZONA

Jenny Erwin
Specialist, Equal Voc. Opportunities
State Department of Education
Vocational Education Division
1535 West Jefferson Street
Phoenix, AZ 85007
(602) 255-5337

ARKANSAS

Edith Ehrmann
Supervisor, Sex Equity Program
Executive Building, Suite 520
2020 West Third Street
Little Rock, AR 72202
(501) 371-5340

CALIFORNIA

Connie Gipson
Consultant
State Department of Education
Vocational Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
(916) 323-3481

COLORADO

Carol Vote
Sex Equity Specialist
Colorado Community College
Occupational Education System
Parkway Center, Suite 600
1391 North Spear Blvd.
Denver, CO 80204-2554
(303) 620-4000

IDAHO

Diane Martin
Voc. Ed. Equity Coordinator
State Depart. of Education
Len B. Jordan Building
650 W. State Street
Boise, ID 83720
(208) 334-3271

State Dept. of Education
Dover, DE 19901
(302) 736-4681

DISTRICT OF COLUMBIA

Eunice Wright-Jones
Sex Equity Coordinator
Division of Voc. Ed.
Presidential Building
415 Twelfth Street, N.W.
Washington, DC 20004
(202) 724-4218

FLORIDA

Charlotte Carney-Gore
Voc. Ed. Equity Admin.
Div. of Voc. & Adult Ed.
5405 West Cypress St.
Suite 202
Tampa, FL 33607
(813) 272-3290

GEORGIA

Ann Lary
Coordinator, Voc. Equity
Office of Voc. Equity
1762 Twin Towers East
Atlanta, GA 30334
(404) 656-2547

HAWAII

Barbara Tavares
Coord. Special Services
4684 Kalaniana'ole Hwy.
Honolulu, HI 96821
(808) 373-2904

LOUISIANA

Joy Joseph
Supervisor, Sex Equity
Office of Voc. Ed.
State Dept. of Ed.
P. O. Box 44064
Baton Rouge, LA 70804
(504) 342-3522

ILLINOIS

Joe Turek
Sex Equity Supervisor
Illinois State Board of Ed.
DAVTE E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

INDIANA

Wendy Helton
State Coord. for Equity
Indiana Commission on Voc.
and Technical Education
325 West Washington Street
Indianapolis, IN 46204
(317) 232-1826

IOWA

Mary Wiberg
Sex Equity Coordinator
State Dept. of Education
Grimes State Office Bldg.
Des Moines, IA 50319
(515) 281-8584

KANSAS

Cheryl Henderson
Program Specialist, Voc. Equity
State Dept. of Education
120 East 10th St.
Topeka, KA 66612
(913) 296-2091

KENTUCKY

Bettie Tipton
Director, Equal Voc. Opportunity
State Dept. of Education
Capitol Plaza Towers
Room 2031
Frankfort, KY 40601
(502) 564-6916

MINNESOTA

Shirley Walker
State Coord./Expanded Career Choices
State Dept. of Education
Capitol Square Building
St. Paul, MN 55101
(612) 296-0669

MAINE

Edward Maroon
Affirm. Action Officer
Vocational Education
Dept. of Education and
Cultural Services
State Department of Ed.
Augusta, ME 04330
(207) 289-2621

MARYLAND

June Wilson
Voc. Equity Specialist
Voc. Education Div.
State Dept. of Ed.
200 W. Baltimore St.
Baltimore, MD 21201
(301) 333-2566

MASSACHUSETTS

Maureen Shannon
Sex Equity Coordinator
Div. of Occupational Ed.
State Dept. of Education
Quincy Center Plaza
1385 Hancock Street
Quincy, MA 02169
(617) 770-7356

MICHIGAN

Sherry L. Anderson
Voc. Ed. Equity Coord.
Voc-Tech. Ed. Services
Michigan Dept. of Ed.
P. O. Box 30009
Lansing, MI 48909
(517) 373-3387

NEW HAMPSHIRE

Nishma Duffy
Consultant in Equal
Access Education
Div. of Voc-Tech Ed.
State Dept. of Education
105 Loudon Rd.
Concord, NH 03301
(603) 271-3186

MISSISSIPPI

Holly Mothershedd
Program Officer
State Dept. of Education
P. O. Box 480
Jackson, MS 39205
(601) 359-3466

MISSOURI

Georganna Beachboard
Director, Special Voc. Services
State Dept. of Education
P. O. Box 480
Jefferson City, MO 65102
(314) 751-2661

MONTANA

Sylvia Clack
Human Resource Development Officer
Commissioner of Higher Education
33 S. Last Chance Gulch
Helena, MT 59620-2602
(406) 444-6570

NEBRASKA

Sharon Katt
Director
Equal Educational Opportunity
in Vocational Education
P. O. Box 94987
319 Centennial Mall South
Lincoln, NE 68509
(402) 471-4811

NEVADA

Gary Waters
Director
Elimination of Sex Bias and
Sex Stereotyping
Vocational Education
State Dept. of Education
400 King Street
Carson City, NV 89701
(702) 885-3144

NEW JERSEY

Betty Stambolian
Director
Office for Women in Equal
Access Voc. Education
State Dept. of Education
2255 West State St.
Trenton, NJ 08625
(609) 292-6574

NEW MEXICO

Muriel Grubbs
Coord., Equal Vocational
Opportunity Program
Vocational Ed. Division
State Education Building
Santa Fe, NM 87503
(505) 827-6646

NEW YORK

Mary Ann Etu
Equity Coordinator
State Dept. of Education
Room 471EBA Twin Towers
Albany, NY 12234
(518) 473-7892

NORTH CAROLINA

Doris Jacobs
Coord. for Sex Equity
Div. of Voc. Education
Educational Building
Raleigh, NC 27611
(919) 733-3995

NORTH DAKOTA

Nancy Thorndal
Coordinator
Educational Equity in
Vocational Education
North Dakota State Board
for Vocational Education
State Capitol
Bismarck, ND 58501

OHIO

Carol Whitney
Sex Equity Supervisor
Division of Voc. Education
65 South Front Street
Columbus, OH 43215
(614) 462-6344

OKLAHOMA

Lou Ann Hargrave
Director, Ed. Equity Services
State Dept. of Voc-Tech Ed.
1500 W. 7th Ave.
Stillwater, OK 74074
(405) 377-2000

OREGON

Hilda Thompson
Specialist
Vocational Equity Ed. Opportunity
State Dept. of Education
700 Pringle Parkway S.E.
Salem, OR 97310
(503) 378-2182

PENNSYLVANIA

Nathaniel Gadsden
Sex Equity Coordinator
State Dept. of Education
Box 911
Harrisburg, PA 17126
(717) 787-8022

PUERTO RICO

Sara Velazquez
Sex Equity Liaison
Vocation, Technical, and
High Skills Education Program
Dept. of Education
P. O. Box 759
Rey, PR 00919
(809) 754-0815
Office of Ed.

RHODE ISLAND

Linda Greenwood
Sex Equity Consultant
State Dept. of Education
Bureau of Vocational and Adult
Education
22 Hayes St.
Providence, RI 02908

SOUTH CAROLINA

Shirley Callen
Consultant in Sex Equity
Div. of Voc. Education
State Dept. of Education
Rutledge Building
Columbia, SC 29201
(803) 758-3156

SOUTH DAKOTA

Judy Richards
Supervisor
Equality in Voc. Ed.
State Dept. of Education
State Office Bldg. No. 3
Pierre, SD 57501
(605) 773-3423

TENNESSEE

Pearl Merritt
Specialist
Equal Voc. Opportunity
State Dept. of Education
213 Cordell Hull Bldg.
Nashville, TN 37219
(615) 741-2860

TEXAS

Christine Smart
Coor. for Equal Access to
Vocational Education
Occupational Ed and Tech
Texas Education Agency
201 East Eleventh St.
Austin, TX 78701
(512) 463-9311

UTAH

Barbara Hales
Equal Opportunity Hato
Specialist
Div. of Voc. Ed.
Utah State

250 E. Fifth St. South
Salt Lake City, UT 84111
(801) 533-5371

VERMONT

Mary Mulloy
Consultant Voc Sex Equity
Voc-Tech Education

(401) 277-2705

VIRGINIA

Elizabeth Hawa
Sex Equity Coordinator
State Dept. of Education
Richmond, VA 23216
(804) 225-2079

WASHINGTON

Harriet Gleason
Sex Equity Coordinator
State Board for Voc. Education
State of Washington-Mail Stop LS-10
Olympia, WA 98504
(206) 753-5651

WEST VIRGINIA

Mary Kay Harrison
Voc. Ed. Sex Equity Coord.
State Dept. of Education
1900 Washington St. East
Charleston, WV 25305
(304) 348-7881

State Dept. of Education
Montpelier, VT 05602
(802) 828-3101

WISCONSIN

Frances Johnson
Sex Equity Coordinator
Voc-Tech Adult Ed. Board
4802 Sheboygan Ave.
7th Floor, Box 7874
Madison, WI 53707
(608) 266-7848

Barbara Bitters
Vocational Equity Coord.
Depart. of Public
Instruction
125 S. Webster St.
Box 7841
Madison, WI 53707
(608) 266-9609

WYOMING

(Vacant)
Voc. Education Equal
Opportunity Coordinator
Vocational Programs Unit
State Dept. of Education
Hathaway Building
Cheyenne, WY 82002

APPENDICES

APPENDIX A
VOCATIONAL EDUCATION WORKSHEETS

APPENDIX A

VOCATIONAL EDUCATION WORKSHEETS

The purpose of survey forms is to allow administrators, counselors, and faculty to assess their efforts, within their respective institutions, to ensure non-discrimination and sex equity. Each worksheet contains 8 five point scales; the far left point of the scale (1) indicates that little or no action has been taken to ensure implementation of the Title IX requirement for non-discrimination in student access to courses (i.e. possible noncompliance with Title IX). The far right point of the scale (5) indicates the kinds of measures which aid in overcoming sex discrimination, bias, and stereotyping, (i.e. consistent with the mandates of the Education Amendments of 1976 and the Perkins Act). Read each scale, decide where you think your program falls, and circle the number which best corresponds.

APPENDIX

ADMINISTRATORS

1	2	3	4	5
1. No action taken in this area.	Issued a policy directive on the implications of the Carl D. Perkins Act and requirements for nondiscrimination for vocational education to all appropriate staff?	Issued a policy directive on the implications of the Carl D. Perkins Act and the need to overcome bias and stereotyping to all appropriate staff and encouraged them to submit ideas for program development?		
2. No action taken in this area.	Asked staff to submit information on instances of sex discrimination in vocational education policies, practices, and materials?	Asked faculty, students and parents to submit information on instances of sex discrimination, sex bias, sex stereotyping in vocational education policies, practices, and materials and suggestions for their elimination?		
3. No action taken in this area	Mandated compliance with Coordinating Board, provisions on access to vocational education courses/programs through administrative directive?	Held mandatory inservice training for all vocational education faculty on procedures for providing sex equity in access to courses?		

APPENDIX (Cont.)

1	2	3	4	5
4. No action taken in this area		Reviewed policies governing access to vocational education and made modifications as necessary to ensure that they do not discriminate on the basis of sex?		Developed specific policies and programmatic guidelines for implementation of these policies to ensure sex equity in access to courses?
5. No action taken in this area		Examined procedures, criteria and testing instruments used in admitting students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?		Notified parents and students of the procedures, criteria and testing instruments used and the ways they ensure access to courses on the basis of sex? Made available special educational services to students to assist them in meeting these criteria?
6. No action taken in this area		Reviewed all descriptive materials related to student access to courses and modified them as necessary to to ensure that they do not imply, either in text or in pictures, differential treatment of students on the basis of sex?		Developed and implemented special recruitment procedures and materials designed to attract and interest students in enrolling in vocational training for nontraditional occupations?

APPENDIX (Cont.)

1

2

3

4

5

7. No action taken
in this area

Identified all vocational
education courses/programs
with enrollments of 80% or
more of one sex and made
sure that any such
disproportionate
enrollments are not
caused by sex dis-
crimination in counseling
services?

Identified all courses/programs with
enrollments of 65% or more one sex
and developed and implemented action
plans for reducing those discrepancies
in the number of males and females
enrolled?

8. No action taken
in this area

Reviewed all vocational
education courses and
syllabi and modified them
as necessary to ensure
nondiscrimination on the
basis of sex?

Made curricular and programmatic
changes, including provision of
support services which will ensure
females and males entering and
completing courses/programs
nontraditional to their sex?

If your total equity score falls below 3, you may need to undertake
the kinds of procedures suggested in the middle column to ensure
that your program is in compliance with the Carl D. Perkins Act.
If your total is above 3, it indicates that you have made efforts
to overcome sex bias and stereotyping; continuing efforts might be
funded by your State vocational education agency under the
Education Amendments of 1976.

Total Equity Score _____
(Compute total for all scales and
divide by 8).

APPENDIX (Cont.)

COUNSELORS

HAVE YOU DONE THE FOLLOWING?

1	2	3	4	5
1. No action taken in this area	Familiarized yourself with the implications of Coordinating Board compliance requirements regarding nondiscrimination in student access to courses as they pertain to counseling services?			Familiarized yourself with the Education Amendments of 1976 and the Carl D. Perkins Act regarding the elimination of sex discrimination, sex bias, and sex stereotyping in student access to vocational education; identified their implications for counseling services; and made suggestions for your programs?
2. No action taken in this area	Reviewed your counseling policies, practices, and materials to assess their compliance with the Coordinating Board and made modifications as necessary?			Adopted counseling policies, practices and materials that are not only sex fair but sex affirmative (designed to overcome the effects of <u>past</u> discrimination and Bias)?
3. No action taken in this area	Notified students that all vocational education courses/programs are open equally to females and males?			Implemented special programs so that students electing to enroll in vocational training are making informed choices based on an understanding that not only are all courses open to both females and males but that nontraditional occupations may be viable options appropriate to their individual needs and interests?

APPENDIX (Cont.)

1	2	3	4	5
4. No action taken in this area	Examined all tests, testing procedures, and criteria used in advising students into vocational courses/programs to ensure that they do not permit or require differential treatment of students or results on the basis of sex?	Implemented efforts to identify tests which do not differentiate on the basis of sex and provided/participated in training regarding the nonbiased use of sex differentiated tests?		
5. No action taken in this area	Have you demonstrated that any testing materials which have a disproportionately adverse effect upon students of one sex validly predict success and that other materials which do not have such effect are unavailable?	Eliminated all tests which have a disproportionately adverse effect upon students of one sex, regardless of whether they predict success for assignment purposes, and developed alternative materials or procedures which are sex fair?		
6. No action taken in this area	Reviewed all course enrollments by sex to identify those with 80% or more one sex?	Examined all course enrollments by sex to identify those with 65% or more of one sex?		
7. No action taken in this area	Taken steps to assure yourself that sex discrimination in counseling is not a causative factor if you have found courses with disproportionate enrollments?	Developed and implemented an action plan for reducing the discrepancy in the number of females and males in courses in which you have found disproportionate enrollments?		

APPENDIX (Cont.)

1	2	3	4	5
8. No action taken in this area	Given your supervisor information regarding any instances of discrimination you have identified in counseling policies, practices or materials relating to student access to vocational education?			Developed and implemented a monitoring system for determining the effectiveness of action plans to eliminate existing sex bias, stereotyping, and discrimination in counseling services to identify instances of new discrimination that might arise?

75

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with the Carl D. Perkins Act. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the Education Amendments of 1976.

Total Equity Score: _____

(Compute total for all scales and divide by 8).

APPENDIX (Cont.)

FACULTY

HAVE YOU DONE THE FOLLOWING :

1

2

3

4

5

1. No action taken
in this area

Familiarized yourself with the
regulatory requirements of the
Carl D. Perkins Act and their
implications for your program
area in relation to equity?

Familiarized yourself with the
requirements of the Carl D. Perkins
Act and/or considered actions which
might be taken in your courses/
programs to overcome sex bias and
stereotyping?

2. No action taken
in this area

Made sure that all vocational
and related courses and
programs for which you have
responsibility are open to
both males and females
according to the same criteria?

Made curricular and programmatic
changes, including provision of
support services, which will assure
males and females entering and
remaining in courses/programs
nontraditional to their sex?

3. No action taken
this area

Reviewed all course descriptions
and syllabi to ensure that
females and males are treated
equally in all courses/
programs for which you are
responsible?

Examined all course descriptions
and curriculum guides to ensure that
females and males needing supplemental
education in your area because of
past sex bias or discrimination
receive such help?

4. No action taken
in this area

Reviewed all course enrollments
by sex to identify those with
80% or more of one sex?

Examined all course enrollments
by sex to identify those with 65%
or more of one sex?

APPENDIX (Cont.)

1	2	3	4	5
5. No action taken in this area	Taken steps to assure yourself that sex discrimination is not a causative factor if you have found courses with disproportionate enrollments?			Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you found courses with disproportionate enrollments?
6. No action taken in this area	Submitted information to your supervisor regarding any instances of discrimination you have identified in policies, practices, and materials related to student access to courses/programs?			Developed and implemented a personal monitoring system for determining the effectiveness of action plans to eliminate sex bias, stereotyping, and discrimination and to identify instances of new discrimination that might arise?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your programs is in compliance with the Carl D. Perkins Act. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be found by your state vocational education agency under the Education Amendments of 1976.

Total Equity Score: _____

(Compute total for all scales and divide by 6).

APPENDIX B
EXAMPLES OF STRATEGIES FIELD TESTED BY
PANEL OF EXPERTS

Name: Orientation for prespective returning students

79

Purpose		Process
1. Assist prospective students to set short term and long ter educational goals. 2. Assist prospective students in becoming familiar with community colleges, programs offered & student services offered. 3. To familarize prospective students of programs available in non-traditional careers and the advantage and academic competencees required for such occupations.		1. Show video "Pack Your Own Chute". 2. Presenter dicusses "Goal Setting" & "Basic Steps for Planning Your Future". Explains processes and encourages to complete at leisure. 3. "The Mature Woman's Survival Kit for Academe" 4. Discuss "Home & Manazement Inventory" & the changes of life style, & increased responsibilities. 5. Provide & discuss financial aid. Include services given by Carl Perkins Monies, through community colleges & JIPA. Give infor. regarding assistance through Texas Rehabilitation Commission. 6. Show groups programs of study available through colleges Elaborate on "non-traditional". A. comparable salaries w/more traditional occupation B. chances of promotion & increases economic security C. employment prospectives 7. Schedule visit with program instructors in non-traditional program areas of interest.
Setting	Material	
Total group with presenter.	Video "Pack Your Own Chute" Phamplet "How to Succeed in College: A Guide for the Non-Traditional Student", Assoc. of American Publishers	
Time	Audience	Source
1 -1 1/2 hours	Prospective Students	

NONTRADITIONAL WOMEN'S PERCEPTION OF HOW MORE WOMEN
CAN BE RECRUITED INTO NONTRADITIONAL PROGRAMS

More Career Information

Recruitment Programs

More Female Role Models

Advertising

More Counseling

Need to Increase Women's Self-Esteem

Must Be a Self-Decision

Career Exploration Programs

Support Groups

Attitudes Must Be Changed

Networking

Seminars

Message: Courses Make Women Independent

Source: Hollenback, K. L. "Developing an Equity Handbook for
Community College Personnel", Final Report. Pueblo
Community College, Pueblo, Colorado, June, 1985.

.. ..
TRADITIONAL WOMEN'S PERCEPTIONS OF HOW MORE
WOMEN CAN BE RECRUITED INTO NONTRADITIONAL
PROGRAMS

Career/Information

Advertising

Change in Society's Attitudes

Change in Employer's Attitudes

Information About Better Pay

More Support for Women in Nontraditional Classes

Change in Co-Workers' Attitudes

More Direction/Help When Enrolling

Role Models for Young People

If They Were in Classes in Groups

Recruit Female Teachers

Source: Hollenback, K. L. "Developing an Equity Handbook for
Community College Personnel", Final Report. Pueblo
Community College, Pueblo, Colorado, June, 1985.

GOAL SETTING

THINGS TO THINK ABOUT

Are my goals consistent with my personal characteristics, abilities, and opportunities?

What is the relationship between my immediate goals and my distant goals?

What is the time limit necessary to reach my immediate goals? Can I do it?

THINGS TO PLAN IN WRITING

Long-term goals:

1.

2.

3.

Immediate goals--things I want to do starting right now:

1.

2.

3.

IN REACHING MY IMMEDIATE GOALS, IS THERE ANYTHING I CAN DO BEFORE TOMORROW?
WHAT, SPECIFICALLY?

WHAT CAN I REALISTICALLY HAVE ACCOMPLISHED BY ONE WEEK FROM TODAY?

WHAT, SPECIFICALLY, CAN I DO WITHIN ONE MONTH TO IMPLEMENT OR REACH MY GOALS?

BASIC STEPS FOR PLANNING YOUR FUTURE

FIRST, you need to have some goals -- "if you don't know where you're going, you will probably wind up somewhere else."

SECOND, selecting your goals is a matter of choosing which direction you want to go, not choosing specific places at which you want to end up. Life is in the running, not in the arriving.

THIRD, the possible directions that you can take will depend almost entirely on the number of assets you have going for you. Consequently, to expand your choices you should be continually cultivating your assets. You will have to take the initiative. As the fellow said, "People who want milk should not seat themselves on a stool in the middle of a field in hopes that the cow will back up to them."

FOURTH, with few exceptions your achievements will be won gradually, not overnight, and you should proceed accordingly. The Persians had a proverb: "Do little things not; so shall big things come to thee by and by asking to be done."

FIFTH, more than any other factor, your job -- or more generally, your career -- is going to determine how you live. Thus, give it a great deal of attention and thought. Those in this world who do not work, either by choice or by circumstance, do not amount to much. Usually, they don't even life themselves.

SIXTH, basic to everything is health. Take care of your body; it is your instrument of life. With health, you have a chance; without it, nothing.

FINALLY, have fun. Don't take yourself too seriously. One of your first goals should be to develop a healthy perspective. Laugh a lot.

BE GLAD OF LIFE BECAUSE IT GIVES YOU THE CHANCE TO LOVE AND TO WORK AND TO PLAY AND TO LOOK AT THE STARS.

Henry van Dyke

Taken from If you don't know where you're going, you'll probably end up somewhere else by David Campbell, Ph.D.

FINANCIAL AID AND SCHOLARSHIPS

A STUDENT MAY RECEIVE ONE OR MORE FORMS OF ASSISTANCE

PROGRAM	ELIGIBILITY	VALUE	HOW TO APPLY	COMMENTS
PELL GRANT	Undergraduate student enrolled at least half-time who demonstrates financial need.	The actual amount of the grant depends on the student aid index.	Pell Grant applications are available through the Financial Aid Office.	Apply as early as possible. Process time is approximately four to six weeks.
COLLEGE WORK-STUDY PROGRAM	Student enrolled at least half-time who demonstrates need.	Varies according to need. Student may work no more than an average of 20 hours per week at minimum wage.	Complete an ACT Family Financial Statement packet. Available through the Financial Aid Office.	Student works on campus. Jobs may be in offices, filing, typing, grading tests; in library; laboratory assistant; maintenance of buildings and grounds.
TEXAS GUARANTEED STUDENT LOAN (TGSLP)	Student enrolled at least half-time with adjusted gross income of less than \$30,000.	Up to \$2,500 per academic year. The total loans a student may accumulate cannot exceed \$12,000.	Through participating banks and other commercial lenders. A list is available in the Financial Aid Office.	Interest paid by the borrower may not exceed 9%. Federal Government pays interest while borrower is in school. An insurance fee and originating fee are paid at the time loan is disbursed.
SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)	Undergraduate student enrolled at least half-time who demonstrates financial need.	The federal grant ranges from \$200 to \$2,000 a year depending upon financial need and availability of funds.	Complete an ACT Family Financial Statement packet. Available through the Financial Aid Office.	Applications must be received by Sept. 15 for the Fall Semester and Jan. 15 for the Spring Semester.
GCC TUITION SCHOLARSHIP	Student who demonstrates need.	To cover student's tuition costs.	Applications available in the Financial Aid Office.	Ordinarily not granted to student receiving federal aid.

10

THE MATURE WOMAN'S SURVIVAL KIT FOR ACADEME

Vivian Rogers McCoy

The first time I came back to college as an adult was to gain certification to teach. The faculty adviser I met said I would need thirty hours of additional course work in education and a full semester of practice teaching. He also said I couldn't practice teach in town unless I broke a leg or became pregnant. So I went home.

The next year I drew another adviser. He said I could be certified with only two courses and practice teach in town even if unpregnant and with legs intact. That year I enrolled and gained certification.

Five years ago I had to ponder the decision: was counseling to be my career? It meant scrapping one master's degree and beginning from scratch on the master's degree in counseling. I entered professional counseling as a course-lee. Every day that I work underscores the importance of that decision-making process. It was worth all the time, energy, struggle and money to be sure.

All told, I've been back on campus after leaving campus with the B.A. in the 1940s six times. Some returns were quite mindless--in those days the wife shifted jobs and fields in endless procession to accommodate singularly unbroken career goals of husbands. The last five years of studenting I want to share with you because they were the golden years with focus leading to stimulating and rewarding work with people. From that experience I have devised what I crudely call a baker's dozen checklist for survival in academe.

1. Ask yourself: Why are you going back? You are the best judge of what is a valid answer for you. Is it to gain new skills and knowledge necessary to do certain work? Is it a way to grow personally, to stretch your mind, to be in touch with a different world from the one that is not now totally satisfying? Maybe other answers than the return to college are in order. College is no panacea. It may waste time better spent confronting other realities.
2. How will your coming back affect you? Your family? Other persons who are your significant others? Are you strong enough to step out without their approval? With their blessing how you can fly! How much better for your marriage, your kids' reliance if you can pull it off. Also think about the alternatives to not coming back.
3. You're no super-coed! Financial aid, built-in study, library time, and decompression time may be needed. Organize; set reasonable priorities and manageable goals. If necessary buy the help and time you will need to succeed. Remember, the first rule and the last is human survival.
4. If the signals flash GO, get the very best academic and occupational counseling available. Much of this will be free. Find out where it's at. Spend the time it takes to sit down with a counselor to discuss your plans, your ambitions, your abilities and drawbacks. Search out the department chairman who will map out strategy for a degree. Try to size up the human climate in the department as it relates to welcoming the older student. This may take a semester or a year but how invaluable!

5. Know the shortcuts to earning credit. The General Educational Development Tests (G.E.D.) can be your road to quick high school completion and readiness to enter college. The College Level Examination Program (CLEP) can enable you to earn college credits through a battery of general exams or exams in specific courses. The CLEP has enabled some students to quiz out of as many as two years of college work at some institutions. Know about independent study. In Kansas, credits obtained by Independent Study, through the Division of Continuing Education of the University of Kansas apply to all six state colleges and universities operating under the Kansas regents. Every one of the state colleges in Kansas allows a student to earn at least one year of credit through a combination of these means or by CLEP and independent study alone. Know that how you perform on the ACT achievement test required for college entrance may give you advanced placement in subjects like English and math.
6. Don't worry about the "stiff" competition of your juniors. That is a myth. To begin with, your own standards of performance are higher than those of most students who are eighteen to twenty-two years old! The performance records of adults returning to college after an absence of some years show superior work achievement. In addition, the old myth that IQ declines with age has been discounted. Recent longitudinal studies show that an increase in IQ levels is possible well into late middle age as long as the adult is operating in an intellectually stimulating environment. Even the earlier research was misread; it showed a decrease in speed not power.
7. Take advantage of the social support and invaluable help from other students--even those young enough to be your children. College years are meant to be humanizing years, ones facilitating emotional and social as well as cognitive growth. Allow for get-togethers over coffee, human relations groups. Study together, enjoy the learning experience together.
8. Constantly reassess the situation. Are you capable of carrying more courses? Are you overloaded? Maybe sifter time for study at the library or decompression time between home and campus is needed. You may need to cool it some semesters entirely if you read the situation this way.
9. Professors can be good friends. Search out their help when needed. Walk a delicate balance between the overly talkative elder passing external judgment and the thoughtful and timely contributor to class discussion. Let your professors get to know you as a person as well as a name. Self-interest is at stake here: your professor's references may some day prove helpful when you plan to enter graduate study or the job market. Certainly tune in to the student grapevine in gaining a "reading" of your instructors. In the final analysis, however, trust your personal judgment of the person's merit.
10. For those of you who aspire to resuming career planning when the children are older, take advantage of those years at home for keeping touch. One course a semester over four years can add up to a completed degree, professional training, certification, or at the least, prerequisites safely satisfied.

11. Challenge regulations about degree deadlines, residency requirements, part-time limitations. Affirmative action statements are providing safe ground for challenging the academic justification for these regulations which particularly discriminate against women.
12. If you do go back, do so with the thought that learning at any age is an exciting new adventure. There will be risk and work but there'll also be joy and personal growth.
13. Be open to change--even to changing majors and changing careers when such changes are indicated by your shifting interests and broadening opportunities. Such major decisions are made over time; they are a process requiring much testing and rejecting. Wise use of the campus experience can enable you to forge new and exciting directions for your life.

Name: Job Seeking Techniques/Life Skills Workshop

Purpose		Process
Provide a 24-hour vocationally oriented workshop to include topics such as: goal setting, identifying personal strengths, value clarification, self-awareness, resolving conflicts, communication skills, assertiveness training, awareness of community resources, stress mgmt., career strategies, interest inventories, job market info., & role model presentations. Attention is given to presenting both traditional and non-traditional employment opportunities.		1. Develop workbook to be used in workshop. 2. Develop agenda based on workbook information. 3. Advertise the workshop. 4. Invite resource people from the community to help with presentations. 5. Enroll participants (keep group under 25 for best results) 6. Suggested time frame for workshop: 8:30-1:00, Monday through Friday or 6:30-9:30, Monday through Thursday for two weeks or eight days. 7. After workshop, invite participants to schedule an appointment time with a counselor to finalize individual goals.
Setting	Material	
1. Community College 2. Community - based Organization	1. JST/LSW Workbook 2. People for Present. 3. Visit programs of colleges 4. interest inventory 5. Selected role models to make presentations	
Time	Audience	Source
1 week program or 2 week program		Job Seeking Techniques/Life Skills Workshops Adult Students & Women's Services Amarillo College P.O. Box 447 Amarillo, TX 79178 (806) 371-5447

ADULT STUDENTS' & WOMEN'S SERVICES
AMARILLO COLLEGE

JOB SEEKING TECHNIQUES / LIFE SKILLS WORKSHOP

- WHO? The Adult Students' & Women's Services offers this training to:
1. Persons who have been left alone because of death or divorce
 2. Single heads of household seeking additional job skills
 3. Homemakers who work part-time seeking additional education
 4. Persons seeking employment in nontraditional jobs
- WHAT? A workshop to offer training in various areas of daily living and job-readiness
- WHEN? The week's training of twenty-four hours will be Monday through Friday 8:30 a.m. - 1:00 p.m. (An evening workshop is also available)
- WHERE? The workshop will be held in the Library, Room 110 C
- HOW? Contact Adult Students' & Women's Services, 371-5447 for more information (Continuing Education Credits will be awarded)
- WHY? The workshop is designed to:
1. Offer training in assertiveness, identifying strengths, goal setting, and management of stress
 2. Assess individual needs and abilities
 3. Acquaint participants with educational and career opportunities
 4. Develop job-search skills and job-readiness skills

ADULT STUDENTS' & WOMEN'S SERVICES
AMARILLO COLLEGE

JOB SEEKING TECHNIQUES / LIFE SKILLS WORKSHOP

- A Kaleidoscope of Person's Strengths, Options and Opportunities
- MONDAY Initiating Relationships
Introduction to Self-Awareness & Esteem Building
Importance of Successful Interpersonal Relationships
Identifying Strengths
Goal Setting
- TUESDAY Communication Skills
Stress - Relaxation Techniques
Assertivness Training
Film
- WEDNESDAY Management of Legal Rights & Responsibilities
Management of Money
Management of Career Decisions
Management of Life Transitions
- THURSDAY The Facts--Job Market Information
Placement Options (Academic & Vocational)
How-To's: Cover Letters: Resumes: Applications
Employment Sources
Employment Interviews: Appearance: Questions Asked:
Why people Aren't Hired: Special Helps
- FRIDAY Career Interest Inventory
Personnel Directors (Guest Speakers)
Wrap-up & Course Evaluation
Continuing Education Awards



second flight

P.O. Box 447
Amarillo, Texas 79178
(806) 371-5447

Name: Current Behavior Practices Questionnaire

06

Purpose		Process
To assist counselors to gain awareness of their sex biases.		<u>Directions</u> Explained on questionnaire.
Setting	Material	
Counselor in-service	Questionnaire	
Time	Audience	Source
10 minutes 110		"In-service and teacher-community linkage to overcome sex bias and sex stereotyping in Vocational Education." Education Service Center, Region II, Corpus Christi, Texas 111

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DIRECTIONS: Read each question or statement. Check your response ALWAYS; OFTEN; RARELY; or NEVER-- in the appropriate column, indicating how often you engage in the practice.

[illegible]

1. Encourage all students to make academic, career, and personal decisions on the basis of individual abilities, interests, and values rather than on the basis of gender.
2. Encourage students to pursue a career even though the people in that field are primarily of the other sex.
3. Discuss job salaries with both male and female students.
4. Point out that typically female jobs means lower salaries than typically male jobs.
5. Discuss armed services opportunities with both male and female students.
6. Meet with nontraditional students on a regular basis to support them in their pioneering roles and to discuss any problems that may arise.
7. Provide students about to enter the workforce with information about employment rights and discrimination laws.
8. Encourage a wide range of job options with male students, including traditionally female occupations--even if they have already made a tentative career decision.
9. Help students understand the changing roles of men and women and the effect this may have on their work and family lives.
10. Arrange discussion groups and speakers on socialization pressures on males.
11. Provide realistic information about their probable job futures (Most women can expect to hold paying jobs even if they marry and have families.)
12. Recognize barriers that young women raise for themselves in response to socialization pressures.
13. Review all counseling and testing materials for sources of sex bias, and modify whenever appropriate.

[illegible]

14. Find materials which use non-sexist pronouns and depict both traditional and nontraditional jobs.
15. Find materials which mention the changing roles of men and women in our society.
16. Point out when career materials stereotype males and females.
17. Encourage both males and females to be leaders.
18. Whenever possible, work to dispel myths about single parents and their families.
19. Provide instructors in the subject areas with information that can be incorporated into classes on changing patterns of work and family life.
20. Meet with instructors of nontraditional students to discuss the importance of their role in recruitment and retention.
21. Remind key people that changes in today's workforce make it necessary to expand nontraditional options.
22. Review economic, social, and demographic trends that may affect student career/life choices.

Adapted from Texas VOICE - Vocational Options in Creating Equity,
Vol. 1, No. 2, January, 1987.

Name: Sex-Role Attitude Inventory

Purpose		Process
To create an awareness of personal values which affect responses to women's/men's situations.		Present the statements and rating scale to the participants. The statements are to be answered quickly, remembering there are no right or wrong answers. This is a tool for exploring attitudes. Once the rating is completed, divide the group into smaller groups. Each group needs a designated leader to record and tally results & to make note of the statements which cause the most disagreement & agreement within the group. Have each group present the statements causing the most disagreement and agreement to the total group. Compare and discuss results. <u>Discussion</u> - o Which statements caused the most disagreement? - o Which caused the most agreement? - o What values are reflected in these conflicting statements? - o Agreeing statements? - o How do the statements reflect existing stereotypes for females and males? - o Which contradict existing stereotypes?
Setting	Material	
Large or small groups	Sex-Role Attitude Inventory	
Time	Audience	Source
1 hour	Counselors	<u>The Whole Person Book III: A Guide to Preservice Training.</u> Liggitt, T., Romero, P., Romer, D.

SEX-ROLE ATTITUDE INVENTORY

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Women with pre-school children should not work outside the home.			1		
2. The woman should be awarded custody of the children when a couple is divorced.					
3. Divorced men should not have to assume support for the children.					
4. Boys are more intelligent than girls.					
5. If a working couple buys a house the husband should make the house payments.					
6. Women are entitled to use their sick leave for maternity leave.					
7. If a woman works outside the home, she should be responsible for the housework as well.					
8. I would vote for a woman for President if she were the best candidate.					
9. Women are less responsible than men.					
10. It is important for a man to be "masculine" and a woman to be "feminine."					
11. Men should not cry.					
12. Money spent on athletics should be evenly divided between boys and girls.					
13. Both men and women can be good doctors.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. Wives should make less money at their jobs than their husbands.					
15. Boys should have more education than girls.					
16. A system should be set up which would enable homemakers to accumulate Social Security benefits of their own without relying on those accumulated by their spouses.					
17. Women should not hold jobs on the night shift.					
18. Men should not do clerical work because they lack the necessary manual dexterity.					
19. Women can be capable administrators.					
20. Women should concentrate on finding jobs in the fields of nursing, teaching, clerical and secretarial work since they already possess these types of skills.					
21. A wife and husband should take turns staying home with a sick child.					
22. A single man is not capable of taking care of an infant.					

Reprinted from *The Whole Person Book: Toward Self-Discovery and Life Options* by Liggett, Romero and Schmeling, 1979.

Name: Legal Equity Quiz

Purpose		Process	
To review existing knowledge of equity legislation and related sex bias issues.		Have counselors complete the Knowledge of Legal Equity Quiz. Using the Key, discuss the correct response to each item. <u>Discussion</u> o Were you surprised at some of the answers to the quiz? o Did you have any misconceptions about sex stereotyping and the legal regulations? o How did these occur? o In which areas do you need more information?	
Setting	Material		
Large group	Knowledge of Legal Equity Quiz		
Time	Audience	Source	
20 minutes		<u>The Whole Person Book II: A Guide to Preservice Training.</u> Liggitt, T., Romero, P., and Romero, D.	

KNOWLEDGE OF LEGAL EQUITY QUIZ

1. Under the Title IX regulation, counselors are required to
 - A. Place work/study students by sex when requested by employers.
 - B. Discontinue use of male and female forms for vocational preference tests.
 - C. Mandate special programs to equalize past discrimination.
 - D. All of the above.
2. The Title IX regulation requires that
 - A. All stereotyped career materials be replaced by newly purchased ones.
 - B. Book publishers must bring their publications into compliance.
 - C. Testing materials such as aptitude or interest measures must be free from sex bias.
 - D. Discriminatory textbooks be revised or disregarded.
3. Of the following personnel decisions, which is most crucial to successful implementation of an affirmative action plan?
 - A. An attractive salary and advancement schedule.
 - B. Good company benefits.
 - C. Advertisement for and recruitment of qualified applicants.
 - D. Comprehensive grievance procedures.
4. Affirmative action means that
 - A. A policy of non-discrimination has been adopted by the organization.
 - B. A woman or minority person must be hired for a certain number of positions.
 - C. The distribution of minorities and women within an organization must reflect the general population percentages.
 - D. The organization is committed to moving beyond equal employment policies and to taking a series of positive actions to remediate past discrimination and prevent future discrimination.
5. Which of the following is a correct statement about the Title IX regulation and pregnancy?
 - A. A pregnant student may be required to attend a separate educational program.
 - B. It is a school board decision whether a student continues school attendance following pregnancy.
 - C. A school may ask a pregnant student for a health statement if this is standard procedure for other physical conditions.
 - D. It is at the school's discretion whether pregnancy must be treated as a temporary disability.

-
6. Affirmative action laws permit the use of sex as an employment criteria
- A. In hiring and firing to correct an imbalance.
 - B. In recruiting into the applicant pool.
 - C. In positions which require special qualities such as strength or emotional sensitivity.
 - D. As a technique to redress inequality.
7. Under Title II of the Vocational Education Amendments (1976) states are required to
- A. Provide support services for women, including counseling, job development and job placement.
 - B. Allocate \$50,000 of the basic grant for the elimination of sex bias in vocational education programs.
 - C. Allocate funds for inservice training to overcome sex bias for vocational education staff.
 - D. Provide day care services for students with children.
8. Which of the following is NOT a Title II requirement?
- A. Reviewing all vocational education programs in the state for sex bias.
 - B. Including policies for providing equal educational opportunities for females and males in the state's five-year vocational education plan.
 - C. Funding programs for the development of curriculum materials which attempt to overcome sex bias.
 - D. Determining the allowable exemptions on the basis of sex for vocational education students' employment or work program assignments.
9. Title II differs from Title IX in that Title II
- A. Mandates programs to overcome sex bias and stereotyping in addition to prohibiting sex discrimination.
 - B. Focuses primarily on local education agencies and other institutions in its prohibition of sex discrimination.
 - C. Makes no requirements for curriculum content.
 - D. Makes no requirements of undue effort in publicizing the institution's progress in eliminating sex discrimination in vocational education programs.
10. An affirmative action plan for an educational program should include
- A. Assignment of staff to meet sex and race goals.
 - B. Well-designed plan to prevent reverse discrimination.
 - C. An analysis of student policies and extracurricular activities.
 - D. Taking the time to recruit a large pool of well-qualified candidates.

KNOWLEDGE OF LEGAL EQUITY QUIZ

Answer Key

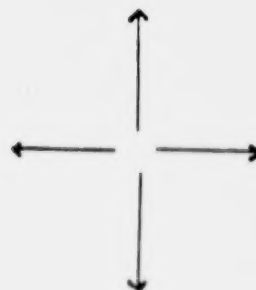
1. B. PEER Title IX Regulation Summary
2. C. PEER Title IX regulation Summary,
3. C. "Legal Precedents and Title IX," and "Title II (Vocational Education Amendments) and Affirmative Action,"
4. D. "What Needs To Be Known: Affirmative Action,"
5. C. PEER Title IX Regulation Summary,
6. B. "Affirmative (In) Action: How Do You Read It?"
7. B. "Title II (Vocational Education Amendments) and Affirmative Action,"
8. D. "Title II (Vocational Education Amendments) and Affirmative Action,"
9. A. "Title II (Vocational Education Amendments) and Affirmative Action,"
10. C. "Title II (Vocational Education Amendments) and Affirmative Action,"

Note: The page references are for general sections of the modules or readings which cover the issue. The user is encouraged to consider relevant court cases and any other current information regarding legal issues.

Name: What Can I Do?

Purpose		Process
To identify skills which the participants already possess, with emphasis upon categorizing life experience skills		Directions on handout.
Setting	Material	
Group	Handout- Skills Assessment	
Time	Audience	Source
15 - 20 minutes		<u>The Quick Job Hunting Map</u> , Bolles, R.N., & Zenoff, V.B.

WHAT CAN I DO?



GOAL To identify skills which the participants already possess, with emphasis upon categorizing life experience skills.

DURATION There are twelve skill categories in this exercise. Each category takes approximately 15-20 minutes to complete.

MATERIALS Participant handout, "Skills Assessment."

DIRECTIONS

Ask participants to search their memories for positive experiences and to write these thoughts down. The group members should be encouraged to be open and honest and not to hold back satisfying moments they remember for fear of being considered boastful. After each participant has listed several positive experiences, direct them to share their lists with one another. This can be a rewarding experience that helps to promote positive feelings among the group members and enhance the self concept of each individual in the group. Go over the instructions for the participant handout, "Skills Assessment", and then suggest the exercises be completed at home, with someone who knows them well - perhaps a supportive friend or family member - to help refresh their memories. Also suggest that the exercise be completed in sections.

After all the sections of the "Skills Assessment" have been completed, help the participants find the patterns of individual interests and skill experiences which are uniquely "them." This exercise aids them to discover what skills they possess which are transferable to job-related areas. The exercise also serves as a confidence-builder by emphasizing which skills one enjoys as well as the skills one has. Such an exercise validates an adult's involvement in everyday tasks.

VARIATION

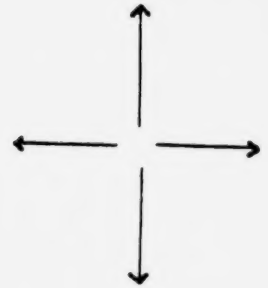
This exercise is effective with individuals or with group situations. A logical companion exercise would be to ask the participants to conduct independent research that would determine the job categories in which their personal skills are applicable.

EXPECTED OUTCOME

This exercise provides the participant with a vocabulary which can be used in designing a resume or preparing for a job interview. Participants will realize that they possess skills which, in many instances, can be directly applied to their educational and employment goals.

ADDITIONAL ACTIVITIES Resume Writing and Mock Interview.

WHAT CAN I DO?



SKILLS ASSESSMENT

What can you offer others: employer, school, volunteer agency, family, or community?

To help you review your experiences, four scales have been provided for rating a number of specific skill areas. The scales are:

How Often?

5 means "Almost always"
4 means "Frequently"
3 means "Occasionally"
2 means "Rarely"
1 means "Never"

How Well?

5 means "Very well"
4 means "Well"
3 means "Okay"
2 means "Just fair"
1 means "Badly"

How Recently?

5 means "Currently" or "recently"
4 means "Within the past 5 years"
3 means "Within the past 10 years"
2 means "Within the past 20 years"
1 means "More than 20 years ago"

How Much Did You Enjoy It?

5 means "Very much"
4 means "Quite a bit"
3 means "Somewhat"
2 means "Just a little"
1 means "Not at all"

Read each skill and example of the situation where that skill is used and in the adjacent columns write the number that best describes your experience. (If a statement refers to something you have never done, in the first column enter the "1" that means "never" and skip the other column entries for that statement.)

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
A. Using My Hands					
1. assembling	kits				
2. constructing	carpentry				
3. building					
4. operating tools	drills, mixers				
operating					
5. machinery	sewing machine				
operating	trucks				
6. equipment	station wagons				
manual or finger	throwing				
7. dexterity	sewing				
precision or					
8. speed handling	assembly line				
fixing or					
9. repairing	autos, mending				
10. other					
B. Using My Body					
muscular					
1. coordination	skiing, gymnastics				
being physically	exercising, hiking				
2. active					
doing outdoor					
3. activities	camping				
4. other					

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How much Enjoyed
C. Using Words					
1. reading	books with understanding				
2. copying	manuscripts skillfully				
3. writing	letters				
3. communicating	interestingly				
4. talking	telephone				
4. speaking	interestingly				
5. teaching	in front of groups				
5. training	with animation				
6. editing	improving a child's sentences				
7. memory for words	remembering people's names, book titles				
8. other					
D. Using My Senses (Eyes, Ears, Nose, Taste, Touch)					
surveying	watching something				
1. observing	with the eyes				
2. inspecting	looking at a child's bumps				
2. examining					
3. diagnosing	deciding if food is cooked yet				
3. determining					
4. showing attention	shopping				
4. to detail	sewing				
5. Other					
E. Using Numbers					
1. taking inventory	in the pantry in the shop				
2. counting	in the classroom				
2. calculating	bureau drawers				
3. computing	checkbook arithmetic				

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
E. Using Numbers <i>continued</i>					
keeping financial records, bookkeeping	budget				
4. managing money	checking account bank, store				
5. developing a budget	for the family				
6. number memory	telephone numbers				
7. rapid number	doing arithmetic				
8. manipulation	in head				
9. other					
F. Using Intuition					
1. showing foresight	planning ahead predicting consequences				
2. sizing up person or situation	all details, not just one or two				
3. having insight	why people act the way they do				
4. acting on gut reactions	making decisions trusting someone				
5. visualizing third dimension	drawings, models blueprints memory for faces				
6. other					
G. Using Analytic Thinking or Logic					
1. researching information gathering	finding a certain street in a strange city				
2. dissecting analyzing	ingredients in recipe material				
3. organizing classifying	laundry				

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
G. Using Analytic Thinking or Logic <i>continued</i>					
4. problem solving	how to get to a place				
5. separating important from unimportant	complaints cleaning attic				
6. diagnosing	cause and effect problem sources				
7. systematizing	laying out tools or utensils in order				
8. comparing	different brands in the supermarket				
9. testing	cooking, deciding what to wear				
10. screening	how to improve something you've made				
11. evaluating					
11. other					
H. Using Originality or Creativity					
1. imaginative	new ways to do things				
2. imagining	make up stories				
3. inventing	processes, products				
4. creating	figures, words				
5. designing	new recipes				
6. developing	new gadgets				
7. improvising	camping when you've forgotten something				
8. experiments	fixing something that doesn't work				
9. adapting					
10. improving					
11. other					

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
I. Using Helpfulness					
1. helping being of service	when someone is in need				
2. sensitivity to others' feelings	in heated discussion or argument				
3. listening developing					
4. rapport	with stranger				
5. showing warmth	with someone who is ill or upset				
6. caring	when someone tells how they feel				
7. understanding drawing out people	when someone is reluctant to talk				
8. offering support demonstrating	someone alone facing difficulty				
9. empathy	weeping with those who weep				
10. representing others' wishes accurately	telling other parent what their child wants				
11. motivating sharing credit	getting people to act or past hang-ups				
12. appreciation	when working in teams				
13. raising others' self-esteem	make another feel better, less guilty				
14. healing, curing counseling	physical, spiritual, emotional ailments				
15. guiding	when someone doesn't know what to do				
16. other					
J. Using Artistic Abilities					
1. composing music playing instrument					
2. singing					

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
J. Using Artistic Abilities <i>continued</i>					
3. fashioning, shaping things, materials	handicrafts sculpturing				
4. symbols, images	jewelry				
spaces, shapes	stained glass				
5. faces	photography, art architecture				
6. colors	painting, decorating				
give meaning with	making clothing				
7. body, voice, face	acting, dancing				
drawing	public speaking				
8. painting	artwork				
9. word images	poetry				
	playwriting				
10. other					
K. Using Leadership, Being Up Front					
1. begin new tasks, ideas, projects	start a group or clothing drive				
first move in a					
2. relationship	with stranger				
3. organizing	Scout troop, team game at picnic				
leading	field trip				
4. directing others	cheerleading				
5. promoting change	in family, club, or community				
6. making decisions	when decision affects others				
7. taking risks	sticking up for someone in fight				
performing	demonstrate product				
8. before a group	lecture, entertain				
selling, promoting	product, idea				
9. negotiating	garage sale				
10. other					

SKILLS ASSESSMENT

Name of Skill	Situation Example	How Often	How Well	How Recently	How Much Enjoyed
L. Using Follow-Through					
1. using what others have developed	working with a kit				
2. using plans, instructions	picking up children on schedule				
3. attending to details	embroidering a design				
4. classifying, filing, recording, retrieving	data, materials, ideas, letters, information				
5. other					

Adapted from: Bolles, Richard N. and Zenoff, Victoria B., The Quick Job Hunting Map, Berkeley, California: Ten Speed Press, 1977.
 Khosh, Mary N., A Career Planning Program for Women: The Experience CUE, Washington D.C.: National Association for Women Deans, Administrators, and Counselors, 1977.

Name: Myth & Reality

Purpose		Process
To promote awareness of changes in the world of work, primarily the role of women.		Give each group member a copy of Myth & Reality Opinionnaire. Ask them to complete each statement with "agree" or "disagree". When completed, present the sheet on Realities and discuss. <u>Discussion Questions:</u> - o How are the world of work and work force changing? - o How will this affect the choices you make? - o How might life styles, at work and at home, be different from those of the generation before? - o Why does sex-role stereotyping appear to be more severe for women than men? Is this a valid assumption? - o What prices are paid by women for choosing a traditional career/life style? What are the prices for a non-traditional one? - o What are the prices paid by men for choosing a traditional career/life style? What are the prices for a non-traditional one?
Setting	Material	
Small or large groups	Myth and Reality Opinionnaire	
Time	Audience	Source
45 minutes		The Whole Person Book III: A Guide to Preservice Training. Liggitt, T., Romero, P., and Romer, D.

MYTH AND REALITY OPINIONNAIRE

AGREE

DISAGREE

1. A woman's place is in the home.

2. Women aren't seriously attached to the labor force; they work only for extra pocket money.

3. Women use sick leave more than male workers; therefore, they cost the company more.

4. Women don't work outside the home as long or as regularly as men; therefore, their training and education is often wasted.

5. When women work outside the home, they deprive men of job opportunities.

6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

7. Most women don't want on-the-job responsibility; they would prefer not to have promotions or job changes which add to their work load.

8. Children of mothers who work outside the home are more likely to become juvenile delinquents.

9. Men don't like to work for women supervisors.

10. Median earnings of women working full time year-round are about 69% of those earned by men.

11. White women earn more than non-white men.

12. Women have higher turnover rate than men because they get married and stop working outside the home.

13. A typical American family consists of a husband who works outside the home, a wife who is a homemaker, and two children.

REALITIES OF WOMEN AND WORK

1. Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 women will work outside the home at some time in their lives.*
2. A majority of women work because of pressing economic need. Nearly two-thirds of all women in the labor force in 1985 were either single, widowed, divorced, separated or had husbands whose incomes were less than 15,000 a year.
3. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.* Some of the small difference could be attributed to the fact that it is the woman who usually stays home with children who are ill.
4. A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a work-life expectancy of 26 years as compared with 37 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1986 rates of separation per 100 employees were 4.4 for men and 5.2 for women. The more education a woman has, the more likely she is to work.*
5. To illustrate, in 1983 there were 15.8 million married women (husbands present) in the labor force; the number of unemployed men was 4.6 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 1.2 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers and nurses.*
6. Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as "women's" and others as "men's". In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.*

7. It is very difficult for women to obtain positions of responsibility. But when given these opportunities, women, like men, cope with job responsibilities in addition to personal or family responsibilities. Studies show that women who hold supervisory jobs are highly motivated and perform well in those positions.*
8. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed outside the home does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance. Also a main factor in being a "good" mother is whether her satisfaction is derived from working inside the home or working outside the home.*
9. Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them as adequate; 42% rated them as the same as their predecessors; and 8% rated them as better than their predecessors.*
10. The average woman worker earns only about .69 cents for every dollar a man earns, even when both work full time year-round. Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school. Women with four years of college also had less income than men with an 8th grade education.*
11. The median annual wages (based on 1986 statistics) demonstrate that women, regardless of race, are the lowest paid workers.

White Males	\$23,010
Minority Males	\$16,387
White Females	\$14,677
Minority Females	\$12,819

12. Numerous studies have found that turnover and absenteeism were more related to the level of job rather than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.

13. According to Bureau of Labor Statistics figures, well over half of the 61.4 million husband-wife families in 1986 were "multi-earner" families. "The concept of a family where the husband is the only breadwinner, the wife is the homemaker out of the labor force, and [where] there are two children may be a useful one for many illustrative purposes," comments the Women's Bureau, "but it does not represent the typical 1988 American Family. Among husband-wife families in 1986, only 4 out of 100 fit this description."

- * U.S. Department of Labor, Bureau of Labor Statistics, 1987
- * Women's Bureau, U.S. Department of Labor, 1986
- * U.S. Department of Labor, 1985

Name: Attitudes Toward Work

Purpose		Process
To examine and identify the attitudes of participants toward work.		Directions on handout.
Setting	Material	
One-on-one Group	Handout: - "Attitudes Toward Work"	
Time	Audience	Source
20-30 minutes		<u>The Inventures: Excursions in Life and Career Planning</u>

Self Assessment Exercise I

ATTITUDES TOWARD WORK

GOAL To examine and identify the attitudes of participants toward work.

DURATION 20-30 minutes.

MATERIALS Participant handout, "Attitudes Toward Work."

DIRECTIONS

Initiate a discussion of the meaning of the word, "work." Ask how many think of work in terms of a paid job. Ask for other definitions of "work." The reality for many people may be that their important life work involves family, community action, leisure time activities, etc., but does not provide a financial income. For the majority of people, their job is merely what they do to support themselves and others.

Ask the participants to fill out the "Attitudes Toward Work" handout. This can be done individually or in pairs with participants interviewing each other. Allow about five minutes for completion.

Then ask for feed-back of the participants' responses to the questions.

Encourage discussion about life priorities by asking the following questions:

Is it necessary to always find a job that satisfies those priorities?

What trade-offs are there for satisfying those needs outside the work structure?

If you were asked these questions five years ago, would you have responded differently?

EXPECTED OUTCOME

This exercise offers participants the opportunity to assess realistically how they feel about work and leisure time. There will be diverse responses to the questions because people differ in their approaches and attitudes toward work. What is important for each person is an understanding of one's own value system so that decisions one makes can be "customized" to the individual need. The attitudes held today may not be the same as those held in the past or those accepted in the future. Our priorities shift throughout life. This exercise should be related to job goals that the participants are considering, i.e. the kinds of rewards one seeks from life are not always what many jobs can offer.

Self Assessment Exercise

ATTITUDES TOWARD WORK

1. How do you feel about the whole idea of work? Check the area on the following scale which most closely represents your feelings.

1 2 3 4 5 6 7 8 9 10 11 12

2. How important will your work be compared to your present or future family concerns? Place yourself on the scale below.

1 2 3 4 5 6 7 8 9 10 11 12

3. When you go to work, will your primary objective be intrinsic (i.e. self-fulfillment, use of abilities, personal satisfaction, etc.) or will you be seeking extrinsic objectives (i.e. external rewards such as money, security, power, recognition)?

Intrinsic

Extrinsic

1 2 3 4 5 6 7 8 9 10 11 12

4. Would you work if you didn't have to ? () Yes () No
Explain _____

Self Assessment Exercise

ATTITUDES TOWARD WORK

5. Do you expect to be fulfilled by your career? () Yes () No

Explain _____

6. Do you make a distinction between work and leisure?

Explain _____

7. Were you to decide not to work (that is, if you had the choice to make and did not have to work for a living) how would you spend your time?

Explain _____

8. What are your chief life priorities outside of work?

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

From: The Inventurers: Excursions in Life and Career Planning.
Janet Hagberg and Richard Leider, 1978.

Name: Couples & Careers/Marriage & Family Class

Purpose		Process
To familiarize students with non-traditional occupations. To familiarize students with non- traditional family lifestyles.		Instructor invites 2 or 3 couples employed in non-traditional occupations and with both spouses working to speak to the class on their family/home lifestyles. Ex. Husband is a teacher or nurse and wife is a lawyer or policeofficer. Presenters should be asked to speak on: 1. How they made their occupational choice 2. What support or pressure did they receive from their spouse or family members 3. Attitudes about home/family lifestyle 4. Difficulties in living out their choices 5. Rewards
Setting	Material	Each couple should be allowed to speak a given period of time. When all couples have finished, questions from the class can occur.
Classroom with panel presenters	3 couples Both spouses employed in nontraditional occupations Ex. Husband-teacher Wife-lawyer	
Time	Audience	Source
1 1/2 hour		

Name: House Plan/Drafting Class

Purpose		Process
To assist students in identifying their attitudes on sex bias. To assist students in recognizing the impact of their attitudes in their daily work		1. Instructor ask studentns to sketch a floor plan to a home of their choice. 2. Upon completion, ask students to label each space as to masculine or feminine, i.e., kitchen, den. 3. Instructor facilitates a discussion on how we identify space as belonging to one sex or the other, as draftsperson or future. Architects, students need to beaware of their own beliefs and attitudes on this subject and its influence on their clients of tomorrow.
Setting	Material	
Classroom	Drawing Material	
Time	Audience	Source
1 - 1 1/2 hours	Students	List of questions for discussion

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Name: Language Exercise

Purpose		Process
To present language as a factor that can influence, distract, or control. To present activities that students can use as examples of universal language.		Instructor lectures on the importance of language to the journalist. The journalist should always write in neutral terms. It is important that the journalist recognize the power of the written word. This exercise will help the student recognize the subtle and unsubtle uses of language in the printed word. Handout activity - Instructions are self explanatory.
Setting	Material	
Classroom	Handout - Language	
Time	Audience	Source
1 hour	Journalism Class	

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SECTION I - LANGUAGE

Step I: Overview

Language is a means of expressing thought. Because language plays a predominant role in thinking, language can be a controlling, even distorting, influence on thought. As American linguist E. Sapir has pointed out, "The fact of the matter is that the real world is to a large extent unconsciously built upon the language habits of the group. We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation."

In the English language, "man" has come to have two meanings: an adult man or a human being. Regardless of which meaning is suggested, the effect of using "man", for example, has been to exclude or overlook women. The use of only the male pronoun, then, has a similar effect, even though the intent of the reference might be to allude to both females and males.

Occupational titles, objects, activities and interests are often assigned on a male gender basis through language, for example, the combined use of female and male primary references.

In this sense the terminology of communication, whether written or oral, has not permitted an equal treatment of the sexes.

Consider the following guidelines and examples regarding the use of nonbiased language.

Step II: Guides

GUIDE: Choose an appropriate universal or neutral term rather than a sex-linked term such as "man".

AVOID THIS	USE THIS INSTEAD
"Appointments are made only on a temporary basis," grumbled the workers. The men planned to take their complaint to union officials later next week.	The workers planned to take their complaint to union officials later next week.
Archeologist have studied the paintings of cavemen for years.	Archeologist have studied the paintings of cave dwellers for years.
The company spokesman attributed slow production to illness and the city's transportation strike.	The company spokesperson attributed slow production to illness and the city's transportation strike.

GUIDE: Vary the use and placement of male and female pronouns, references and allusions. Avoid their consistent placement or use the plural form.

AVOID THIS

USE THIS INSTEAD

Intermediate level laboratory positions are held by both males and females. Working is one way for young men and women to explore the the health field without spending years in graduate school. Men and women with experience in any of the life sciences can qualify for a laboratory position.

Intermediate level laboratory positions are held by females and males. Working is one way for both young men and women to explore the health field. Students with experience in any of the life sciences can qualify for a laboratory positions.

A student interested in engineering and science technology should plan to take postsecondary courses. He or she should consult the catalogue references in the library for further information.

Students interested in..... they should consult the catalogue references.

GUIDE: Use neutral words that reflect no gender reference with jobs, objects, roles, activities and interests.

AVOID THIS

USE THIS INSTEAD

The film featured Dr. Anna Smythe, one of the well-known female doctors whose studies of blood plasma significantly contributed to man's understanding of microbiology in the nineteenth century.

The film featured Dr. Anna Smythe, one of the well-known doctors whose studies of blood plasma significantly contributed to the (our) understanding of microbiology in the nineteenth century.

Amidst rave reviews, the sculptress opened her show in New York.

Amidst rave reviews, the sculptor opened her show in New York.

After several hours of work, the engine was finally repaired. "She runs like a top," they shouted over the noise.

Marketing analysts are trained to interview a subject in her home and research the products her family uses.

A teacher can encourage her students to pursue careers in education by sharing some of her personal experiences.

After several hours of work, the engine was finally repaired. "It runs like a top," they shouted over the noise.

Marketing analysts are trained to interview subjects in their homes and research the products the family uses.

A teacher can encourage students to pursue careers in education by sharing some personal experiences.

GUIDE: Choose the plural form or an appropriate neutral term instead of using she or he.

AVOID THIS

USE THIS INSTEAD

The new course for advanced interior design will begin in the fall semester. The course is also open to men.

The new course for advanced interior design will begin in the fall semester. The course is open to all interested students.

Home economics majors study science and the liberal arts. Courses in home management family relations and nutrition, are required for women entering this field. What skills does a housewife have that a home economics major would study?

Home economics majors study science and the liberal arts. Courses in home management, family relations and nutrition are required for anyone interested in entering this field. What skills must a parent have that a home economics major would study?

The salary of a copywriter is dependent upon his or her years of experience.

The salary of a copywriter is is dependent upon the years of experience.

If he or she is interested in a career in sales, he or she should contact the sales vice president next week for an interview.

If you are interested.....

GUIDE: Avoid cliches, innuendoes, modifiers, adjectives, statements based on stereotypes. The use of such references is unacceptable at all times.

AVOID THIS	USE THIS INSTEAD
"Aw, take it like a man," he grumbled as I rubbed my hand in pain.	"Aw, quit your griping'" he grumbled as I rubbed my hand in pain.
Being a crane operator is a man-sized job.	Being a crane operator is a demanding job.
She looked as cute as a button for her job interview.	She was well-groomed for the job interview.
I told her to stop being silly by pouting and carrying on like a baby.	I told her to act more responsibly.
"I'll get the gals in the office to have it finished by five o'clock this afternoon."	"I'll get the office staff to have it finished by five o'clock this afternoon."

SECTION I-LANGUAGE EXERCISE WORKSHEETS

Step III: Instructions

Study the example below. Follow the instructions and write your answers and marks directly on the example. The key to the answers is presented on page 8.

1. Circle three words which show biased use of language.
2. Put a bracket around the cliché that reflects a stereotype.
3. Put a check in the margin wherever occupation or career interests have been linked to sex through language.

"The great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."

-Ralph Waldo Emerson

In Emerson's time the concept of "know thyself" was considered new. Today we talk about "doing your own thing." Philosophers and poets have been urging people to do just that for hundreds of years.

How do you really feel about tomorrow....and the next day....and the next day? Do you see yourself like other fellows in your class, in a routine, cut-and-dried job? Or would you like to get involved in a job that really interests you? Maybe you have always enjoyed tinkering with cars or taking apart an old radio but never had a chance to explore your interests in a technical training program.

At Jefferson our job is to train you to get the kind of job you've always wanted but lacked the skill to land. From computers to cargo plane engines, Jefferson offers a wide curriculum with just the right courses tailored to meet the professional and career interest of today's young man.

Jefferson offers more than just a diploma-it offers a new world of technical and career training experiences designed for you. Call us toll free at 800-663-1962. Ask any one of our operators to set up an appointment for you to talk to one of the career specialists at Jefferson. She'll put you in touch with a bright future-whenever you want it to lead.

SECTION I-LANGUAGE EXERCISE WORKSHEET KEY

Answers

1. great man; today's young man; she'll
2. like other fellows
3. tinkering with car and repairing radio (male)
computers and cargo plane engines (male)
telephone operator (female)

Compare the marked example below with your sheet.

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Step IV: Revision

Using the marked example as a guide, revise the example to omit all elements of language bias.

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Step V: Comparison

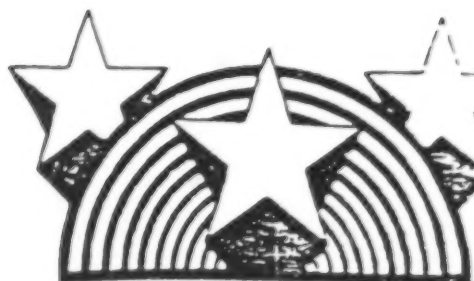
Compare your revision with the suggested model for a biased-free presentation of the example in Appendix A.

Name: A Fabulous Child Story

Purpose		Process	
To present a reading material that will require comprehension of the subject matter relative to sex bias and role stereotyping.		1. Instructor gives each student a copy of the story and asks students to read silently. 2. Instructor begins discussion about the story while pointing out society's expectations of males and females. Students should be encouraged to talk about own expectations, attitudes, etc, and their influence on their occupational choice.	
Setting	Material		
Classroom	Handout- "A Fabulous Child Story"		
Time	Audience	Source	
30 - 45 minutes	Remedial Reading Class		

"A Fabulous Child's Story"

By
Lois Gould



Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. It's parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents--and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.



The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a Baby X was. When the Joneses smiled and said, "It's an X!", nobody knew what to say. They couldn't say, "Look at his husky little biceps!" And they couldn't say, "Look at her cute little dimples!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1,654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engine" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the Official Instruction Manual. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girl's Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the Manual where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say "Nice little Xes don't get dirty climbing rocks."

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment.

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then and often snarl something nasty--as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little--" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

 X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line and girls to form another line. There would be boys' games and girls' games, and a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their Instruction Manual (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.



Finally, X was ready. The Joneses helped X button on a new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all---Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes--overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X--you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."



"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls--just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X. Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the

the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the Instruction Manual. "Sooner or later" it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up---or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if--?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if--?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything X was thinking, What if--? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parent's Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise in the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began in a hoarse whisper. "In my opinion," he whispered--you could tell he must be very upset--"in my opinion, young X here--"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning "is just about--"



Just about what? Let's have it!" shouted another parent.
"...just about the least mixed-up child I've ever Xamined!" said the psychiatrist..

"Yay for X!" yelled one of the children. And then the others began yelling too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How could X have passed the whole Xamination? Didn't X have an identity problem? Wasn't X mixed up at all? Wasn't X any kind of misfit? How could it not be, when it didn't even know what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit--ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked, X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

Source:

Lois Gould has written two novels, "Such Good Friends" and "Necessary Objects" (Random House).



Name: Women and Society

Purpose		Process	
To create an awareness of future information relative to women in the work-force		This handout is a good filler in a faculty newsletter. It is concise and informative. It is also thought provoking.	
Setting	Material		
Faculty Newsletter	Women and Society Handout		
Time	Audience	Source	
10 minutes			

WOMEN AND SOCIETY

Some things to consider:

Only 4% of the Nation's families are made up of an employed father, housekeeper mother and 2 children.

More than 1/3 of all families maintained by women have incomes below the poverty level.

If the rate of poverty increases as it has, the American "poverty" population would be composed solely of women and their children by about the year 2000. (National Advisory Council on Economic Opportunity)

Of the 61,400,000 million families in the Nation 1 out of 6 is maintained by a single female.

The number of women maintaining families on their own has more than doubled over the past two decades; it is presently 10,211,000 women.

The number of mothers whose children under age 21 had absent fathers grew more than 84% between 1970 and 1984.

Only 60% of absent fathers in 1985 were required to pay child support; only about 1/3 paid the full amount.

Hollenback, PH.D., Kathryn: Education and Employment, A Handbook to Promote Sex Equity, 1985.

Name: Issues in Equity #1

Purpose		Process	
To identify technical education programs on campus.		1. Distribute handouts: "Non-Traditional Occupations for Males" and "Non-Traditional Occupations for Females". 2. Have Dean of Technical Programs identify each program available on campus and introduce each director. 3. If time allows - each director could give enrollment figures (Male and female).	
Setting	Material		
Faculty Meeting	"Non-Traditional Occupations for Males" "Non-Traditional Occupatins for Females"		
Time	Audience	Source	
10 - 20 minutes	Faculty	Natica Petrossian Coordinating Board Box 12788 Austin, TX 78711 512-462-6300	

141

172

173

Check those occupations for which your college offers coursework.
(See back for nontraditional occupations for males)

SELECTED LIST OF NON TRADITIONAL OCCUPATIONS FOR MALES

Accounting, Bookkeeping and Related Programs, General
Business Computer and Console Operation
Secretarial and Related Programs, General
Word Processing
Typing, General Office and Related Programs, General
Clerk-Typist
General Office Clerk
Fashion Merchandising
Passenger Transportation Marketing
Data Processing
Cosmetology
Electrolysis
Dental Assisting
Dental Hygiene
Dental Laboratory Technology
Electroencephalograph Technology
Radiography Medical Technology
Surgical Technology
Histologic Technology
Community Health Work
Mental Health/Human Service Technology
Medical Assisting
Physician Assisting Primary Care
Ward Clerk
Nursing Assisting
Practical Nursing
Occupational Therapy Assisting
Physical Therapy Assisting
Rehabilitation Services, Other
Allied Health, Other
Nursing, General
Comprehensive Consumer and Homemaking Home Economics
Child Development, Care and Guidance
Teacher Aide
Child Care and Guidance Management and Services, Other
Commercial Garment and Apparel Construction
Fashion/Fabric Coordination
Dietetic Aide/Assisting
School Food Service
Floral Design
Legal Assisting
Library Assisting
Others _____

SELECTED LIST OF NON TRADITIONAL OCCUPATIONS FOR FEMALES

Agricultural Business and Management, General
Farm and Ranch Management
Agricultural Mechanics, General
Animal Production
Agricultural Products and Processing, General
Agricultural Services and Supplies, General
Agricultural Supplies Marketing
Fishing and Fisheries, General
Forestry Production and Processing, General
Financial Services Marketing, General
Automotive Vehicles and Accessories Marketing
Funeral Services
Architectural Design and Construction Technology
Drafting and Design Technology
Electrical Technology
Electronic Technology
Laser-Optic
Computer Servicing Technology
Electromechanical Technology
Air Conditioning, Heating, and Refrigeration Technology
Solar Heating and Cooling Technology
Water and Wastewater Technology
Industrial Technology
Manufacturing Technology
Welding Technology
Industrial Production Technologies, Other
Aeronautical Technology
Agricultural Equipment Technology
Automotive Technology
Petroleum Technology
Chemical Technology
Oceanographic (Physical) Technology
Law Enforcement
Firefighting
Brick, Block and Stonemasonry
Carpentry
Electrical and Power Transmission Installation, General
Electrician
Miscellaneous Construction Trades, Other
Plumbing, Pipefitting and Steamfitting, General
Electrical and Electronics Equipment Repair, General
Communications Electronics
Heating and Air Conditioning
Shoe and Boot Repair
Watch Repair
Automotive Body Repair
Automotive Mechanics
Machine Tool Operation/Machine Shop
Welding, Brazing, and Soldering
Aviation Management
Airplane Piloting and Navigation
Others_____

A LOOK AT EQUITY

CLASSROOMS: When You Are the Message

Your appearance, posture, tone of voice and eye contact communicate as much as your carefully prepared lecture or slide presentation. Making eye contact with and eliciting comments from both females and males in the back of the room as well as the front row draws in your audience.

To make sure your classroom is free from sexist language and behavior, check if you can answer yes to these questions based on issues identified by the PROJECT on the Status and Education of WOMEN, Washington, DC, in The Females Classroom Climate. A Chilly One for Women?

- _____ Do I acknowledge both females and males when I address the class?
(Note: If you use "generic" male nouns and pronouns or ask your students what they did when they were boys or what their wives do, you must answer no to this question.)
- _____ Do I present females and males in a variety of social and professional roles and avoid stereotypes in classroom examples or visuals?
- _____ Do I call on females as directly as I call on males?
- _____ Do I invite comments from females as often as I do from males?
- _____ Do I allow both females and males the same amount of time to respond before calling on the next student?
- _____ Do I respond equally to females' and males' comments?
- _____ Do I call on both females and males by name?
- _____ Do I credit both females and males by name for their accomplishments?
- _____ Do I use the same tone of voice when addressing males and females?
- _____ Do I ask females and males the same kinds (e.g., analytical, factual) of questions?
- _____ Do I make eye contact equally with females and males when they ask questions?
- _____ Do I assume an equally attentive posture, such as leaning forward, when females and males speak?
- _____ Do I encourage both females and males to think for themselves?
(Note: If you ask females questions that require factual answers but ask males questions that demand personal evaluation and critique, you must answer no to this question.)
- _____ Do I group both females and males in discussion or lab sections or on field-work teams?
- _____ Are females and males interrupted about the same during class discussions?
(Note: Neither should be interrupted by you or their peers.)

- Do I give males and females the same instructions and encourage initiatives?
- Do I allow females and males equally to view laboratory assignments or class demonstrations?
- Do I offer females the same informal feedback, encouragement or praise for academic efforts as I offer males?
- Do I choose females and males to assist me equally and assign females the same responsibilities as males?
- Do I encourage males and females equally to enroll in "harder" subjects?
- Do I inform both males and females in course-related activities, such as field trips?
- Do I inform both females and males equally about publication, research and professional opportunities?
- Do I probe both females and males to provide fuller answers or elaborate?

We all need to laugh at ourselves sometimes. A good joke lightens up your audience and helps hold their attention. But remember that jokes demeaning one sex or certain group of people embarrass and alienate rather than entertain.

Avoid comments or actions that ridicule or disparage any student's scholarship, intellectual ability, potential, competency, seriousness, skill or academic commitment. Treat both male and female students as capable of scholastic and professional achievements.

For example, using males' last names but females' first names erodes females' esteem. Remember to address students consistently. And keep students work and colleagues' professional accomplishments separate from their physical attributes or appearance.

Name: Issues in Equity #2

Purpose		Process
To heighten faculty awareness that many words and phrases commonly used are sex biased and need to be modified.		1. Distribute handout 2. Ask faculty to check those they hear or read most frequently.
Setting	Material	
Faculty Meeting	Word and Sentence Exchange	
Time	Audience	Source
10 mintues		

Word Exchange

Biased	Nonbiased
businessman	business manager or executive
chairman	chairperson, leader
cleaning lady	housekeeper, custodian
colored people	Blacks
congressman	member of congress, congressional representative
craftsman	craft worker
craftsmanship	artisanship
crippled	disabled
deaf and dumb	deaf
fits	seizures
fireman	firefighter
foreman	supervisor, manager
freshman	first-year student
gal Friday	assistant
hard of hearing	hearing-impaired
housewife	homemaker
ladylike	well-mannered
middleman	middle person, intermediary
mailman	letter carrier
man-hours	staff hours, working hours
mankind	humanity
man-made	synthetic, artificial
manpower	skilled labor, labor force
man-sized job	big or enormous job
mongoloid	Down's Syndrome
policeman	police officer
repairman	repairer
spokesman	spokesperson, speaker
sportsmanship	sense of fair play
stewardess	flight attendant
workman	worker
workman's compensation	worker's compensation

*Racial, ethnic, color, sex or handicapping condition of a person should be avoided unless it is pertinent to the context of your message.

Sentence Exchange

Biased	Nonbiased
The labor force needs skilled men.	The labor force needs skilled men and women.
John Doe is a competent executive, and his wife is a charming blonde.	John and Ann make an attractive couple. He's a competent executive, and she's an excellent reporter.
Ask the girls to type the report.	Ask the secretaries to type the report.
She's a career woman.	She's a biologist.
Welcome, ladies and men.	Welcome, ladies and gentlemen. Welcome, women and men.
The executives' wives will assemble.	The executives' spouses will assemble.
A good mechanic knows his customers.	A good mechanic knows his or her customers. Good mechanics know their customers.
It's a pleasure to meet a pretty girl such as you.	It's a pleasure to meet you.
This is Mrs. John Brown.	This is Mrs. Ann Brown. This is Ms. Ann Brown.
John and his wife are homeowners.	John and Ann are homeowners.
Today's young men want opportunities.	Today's young women and men want opportunities.
Their son is retarded.*	Their son is a slow learner/has a learning disability/is slightly mentally retarded/is severely mentally retarded.
Infants need a mother's care.	Infants need parental care.
She's a tomboy.	She's an energetic and curious person.
He helps his wife at home.	He and his wife share household duties.
Epileptics* are dependable workers.	People who have epilepsy are dependable workers.
The handicapped people formed an organization.	Several persons, each with some handicap, formed an organization.
Mary is a Black* friend of mine.	Mary is a friend of mine.

Name: Issues in Equity #3

Purpose		Process
To increase awareness of faculty, staff and students of non-traditional jobs and the factors that lead to entry into those fields.		Plan special events: Men's and Women's Day Meet with Dean of Student Services and Director of Student Activities for input. Meet with Student Government and request committee to work on each day. Invite men and women in the community who are in non-traditional roles. Use Pathfinders list from YWCA and the Governors Committee on Women for Women. Consult Program Directors on Campus and Director of Placement for selection of program personnel Have posters, flyers and news items posted on campus Such things as music, speakers, style shows, drama skits will attract audiences.
Setting	Material	
Student Center		
Time	Audience	Source
Activity Hour (45 min.) Noon (1 hour)		

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Name: Issues in Equity #0

Purpose		Process
To involve staff in exploring today's and tomorrow's job opportunities for women		Theme: "Guess Who's Coming to Work" 1. Distribute handout, "Hot Jobs for the 90's". 2. Present trends 3. Discuss ways to involve students in decision making regarding trends. 4. Arrange bulletin board display using title "Hot Jobs for the 90's".
Setting	Material	
Student Services Staff	"Hot Jobs for the 90's", <u>Women's Day</u> 10/27/87 pp. 38-39 (Handout)	
Time	Audience	
30 minutes		Woman's Day 10/27/87

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Employment by Broad Occupational Group and Selected Occupations
1986 and Projected to 2000

(Numbers in thousands)

Occupations	1986	Projected 2000	Percent Change
Total employment	111,623	133,030	19.2
Executive, Administrative, and Managerial			
Workers	10,583	13,616	28.7
Education Administrators	288	325	12.9
Financial Managers	638	792	24.1
Gen. Mgr. & Top Exc.	2,383	2,965	24.4
Mrktg., Advts., & P.R. Managers	323	427	32.5
Accts. & Auditors	945	1,322	39.8
Personnel Training & Labor Rel. Specialist	230	278	21.2
Professional Workers	13,538	17,192	27.0
Electrical Engineers	401	592	47.8
Computers Sys. Analy.	331	582	75.6
Lawyers	527	718	36.3
Teachers, Preschool	176	240	36.3
Teachers, Kindergarten & Elementary	1,527	1,826	19.6
Teachers, Secondary	1,128	1,280	13.4
College Faculty	754	722	4.2
Dentists	151	196	29.6
Physicians & Surgeons	491	679	38.2
Registered Nurses	1,406	2,018	43.6
Technicians & Related Support Workers	3,726	5,151	38.2
Licensed Practical Nurses	631	869	37.7
Drafters	348	354	1.6
Computer Programmers	479	813	69.9
Sales Workers	12,606	16,334	29.6
Cashiers	2,165	2,740	26.5
Sales Agents & Real Estate	313	451	43.9
Salespersons, Retail	3,579	4,780	33.5
Administrative Support Workers, including Clerical	19,851	22,109	11.4
Switchboard Operators	279	330	18.3
Computer Operators, except Peripheral Operators	263	387	47.2
Bookkeeping, Accounting, & Auditing Clerks	2,116	2,208	4.3
Payroll & Timekeeping Clerks	204	180	-12.0
General Office Clerks	2,361	2,824	19.6

Receptionists & Info.			
Clerks	682	964	41.4
Secretaries	3,234	3,658	13.1
Typists & Word Proces.	1,002	862	-13.9
Private Household Workers	981	955	-2.6
Service Workers, except			
Private Household Workers	16,555	21,962	32.7
Janitors and Maids	2,676	3,280	22.6
Waitors and Waitresses	1,702	2,454	44.2
Nursing aids & Attendants	1,224	1,658	35.4
Hairdressers &			
Cosmetologists	562	662	17.7
Police Patrol Officers	349	409	17.4
Guards	794	1,177	48.3
Precision production,			
Craft, and Repair Workers	13,923	15,590	12.0
Carpenters	1,010	1,192	18.1
Electricians	556	644	15.9
Painters & Construction			
Maintenance	412	502	21.9
Plumbers, & Pipefitters	402	471	17.2
Aircraft mechanics, &			
Engine specialists	107	129	20.1
Automotive mechanics	748	808	8.0
Machinists	378	373	-1.5
Operators, Fabricators, &			
Laborers	16,300	16,724	2.6
Sewing machine operators	633	541	-14.5
Electrical Assemblers	249	116	-53.7
Welders and Cutters	287	307	6.7
Bus Drivers	478	555	16.2
Truck Drivers	2,463	2,968	20.5
Industrial Truck &			
Tractor Operators	426	283	-33.6
Farming, Forestry, & Fishing			
Workers	3,556	3,393	-4.6
Gardeners	767	1,005	31.1
Farm Workers	940	750	-20.3
Farm Managers	1,336	1,051	-21.3

Name: Expanding Awareness of Sex Equity/Staff Development Activity

Purpose		Process	
Teachers serve as models for students thus, affecting students behaviors and attitudes. This activity will help the teacher check out their own knowledge and skills in this area of sex-stereotyped behavior		1. This activity could be facilitated as a group activity if planned during a faculty development/inservice program. Questionnaire should be answered first followed by a discussion after the correct answers. 2. This activity could also be used as material in a faculty newsletter. Introduced simply by the purpose listed. Answer sheet could also be printed in smaller print in another page of the newsletter.	
Setting	Material		
1. Faculty Development program 2. Could be an insert into faculty newsletter	Handout with answer sheet.		
Time	Audience	Source	
1. If at an inservice 30 minutes 2. If in a newsletter 15 minutes			

EXPANDING AWARENESS OF SEX EQUITY

What Does the World Out There Really Look Like?

7

Directions: Read each of the following questions and circle the correct answer.

1. _____ percent of all husband/wife households have at least two persons in the labor force.
A. 60 C. 41
B. 85 D. 21
2. The average number of years the "average" married woman will work outside the home for pay is:
A. 5 C. 21.8
B. 15 D. 27.6
3. Most women work in order to:
A. get out of the house C. buy extras for the family
B. have the money they need D. pursue a career
4. What percent of girls in high school today can expect to be part of the paid labor force?
A. 70 C. 60
B. 90 D. 50
5. By the year 2000, or before, women will constitute what percent of the paid work force?
A. 40 C. 70
B. 65.7 D. 30
6. For every \$1.00 that men earn, women earn:
A. 59¢ C. 95¢
B. 69¢ D. 39¢
7. The median income of working women (year round/full-time) with four years of college is _____ than that of men who have completed one to three years of high school.
A. greater than C. the same as
B. less than
8. Women made up 44% of the USA work force in 1985. _____ percent were employed in clerical jobs and _____ percent as engineers.
A. 35, 11 C. 80, 7
B. 28, 2 D. 60, 10

9. In 1986, _____ million American women were living in poverty. Of these women, _____ million were in the work force. 7
- A. 10.2 - 2.2 C. 12.4 - 4.4
B. 16.8 - 6.4 D. 20.2 - 8.9
10. _____ million working women in poverty, more than half, are mothers of children under 18.
- A. 2.3 C. 1.2
B. 4.5 D. 5.0
11. The median income for a woman in poverty who was maintaining a family alone and working full time, year 'round was _____ in 1986.
- A. \$10,033 C. \$12,500
B. \$ 7,056 D. \$ 8,032
12. Four (4) out of five (5) working women earn less than _____ a year.
- A. \$25,000 C. \$11,000
B. \$17,050 D. \$19,000

ANSWER SHEET FOR: "What Does the World Out There Really Look Like?"

1. A - 60 percent. Bureau of the Census, U.S. Department of Commerce.
2. D - 27.6 years. U.S. Department of Commerce, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: Women's Bureau, December, 1980).
3. B - have the money they need. U.S. Department of Commerce, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: Women's Bureau, December, 1980).
4. B - 90 percent. U.S. Department of Commerce, Women's Bureau, "Twenty Facts About Women Workers" (Washington, D.C.: Women's Bureau, U.S. Department of Commerce, June, 1975).
5. B - 65.7 percent. American Demographics magazine, Bureau of Labor Statistics, USA Today, August 14, 1987.
6. A - 69¢. U.S. Department of Commerce. Bureau of Labor Statistics, USA Today, April 24, 1987.
7. B - less than. \$14,679 to \$20,327, respectively, in 1983. Money Income of Households, Families and Persons in the U.S., 1983, Bureau of the Census, (WDC, 1985).
8. C - 80, 7 percent. U.S. Department of Commerce, Bureau of Labor Statistics. USA Today, January 6, 1987.
9. C - 12.4 to 4.4 million. "Women, Work and Poverty: A Fact Sheet", published by the National Commission on Working Women of Wider Opportunities for Women, 1325 G. Street, N.W., Lower Level, Washington, D.C. 20005, (202) 737-5746.
10. A - 2.3. U.S. Department of Commerce, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: Women's Bureau, December, 1980).
11. B - \$7,056. U.S. Department of Commerce, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: Women's Bureau, December, 1980).
12. D - \$19,000. "Women Still Lag Behind in Pay", USA Today, April 20, 1987.

Name: Legislative Updates

Purpose		Process	
To create an awareness of legislative issues affecting women and family issues.		1. Contact local women's organizations regarding support and specific action that these groups can take to help ensure passage of legislative bills that would benefit women and families economically. 2. Send legislative information along with specific recommendations for action to be taken to as many individuals and organizations as you feel would support such issues.	
Setting	Material		
	Current info. on legislative issues may be obtained from American Assoc. Univsty Displaced Homemaker NW or from the Caucus on Women's Issues in Washington, D.C.		
Time	Audience	Source	
		Displaced Homemaker Network 1411 K St.. N.W., Suite 930 Washington, DC 20005 American Assoc. of Univ. Women "ActionAlert" 2401 Virginia Ave., N.W. Washington, DC 20037 Congress. Caucus for Women Issues 2471 Rayburn Building Washington, DC 20515	

Name: Women's Economic Facts

Purpose		Process	
To create an awareness about the current and future trends regarding women's economic needs and women's participation in the workforce.		1. Gather pertinent data regarding the current and future trends in employment trends. 2. Create an information or fact sheet that may be distributed to individuals, workshop participants, groups and organizations or enclose in mailings from your office 3. Use this information when making presentations to groups regarding women's issues 4. Contact representatives from the community and school newspapers and provide this type of information for news stories.	
Setting	Material		
	Printed leaflets or fact sheets of current and future facts regarding women's economic needs		
Time	Audience	Source	
		Current data may be obtained from the Women's Bureau, Department of Labor, Washington, DC	

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